DOCUMENT RESUME

ED 284 038 CE 047 858

TITLE	Marketing Education Curriculum Guide.
INSTITUTION	Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE	87
NOTE	283p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Communication Skills; Competence; Course Descriptions; *Distributive Education; Employment Potential; Human Relations; *Job Skills; Learning Activities; *Marketing; Merchandising; Program Design; Program Development; Salesmanship; Secondary Education; State Curriculum Guides

ABSTRACT

This curriculum guide is intended to provide a common core of competencies from which to design an effective secondary marketing education program. Introductory materials include a definition of marketing education, objectives, outline of instructional content, and questions and answers regarding the curriculum guide. These practical materials are provided: a topical outline, sample student achievement record, and training plan. The remainder of the guide is organized around tasks in instructional areas reflected at the career-sustaining level of general merchandise retailing. They are business operations, communications, credit, economic fundamentals, human relations, management, marketing fundamentals, mathematics, physical distribution, selling, visual merchandising, and vocational student organization. Within each instructional area or duty are a number of tasks. Each task is presented on a separate sheet that provides the following information: achievement indicators, criteria, tools and equipment, resources, and learning activities and related necessary resources. A bibliography is appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284038

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Kiettras

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MICHIGAN STATE BOARD OF EDUCATION

Barbara Roberts Mason, President . . . . . Lansing
Dorothy Beardmore, Vice President . . . . . Rochester
Cherry Jacobus, Secretary . . . . . Grand Rapids
Dr. Gumecindo Salas, Treasurer . . . . . East Lansing
Carroll M. Hutton . . . . . Highland
Annetta Miller . . . . . Huntington Woods
Norman O. Stockmeyer, Sr. . . . . Westland
Dr. Edmund F. Vandette, NASBE Delegate . . . . . Houghton

Ex-Officio Members
James J. Blanchard, Governor

Phillip E. Runkel
Superintendent of Public Instruction

The materials presented or reported herein were developed pursuant to a grant to Michigan State University, College of Agriculture and Natural Resources Education Institute (ANREI) from the Michigan State Board of Education, Vocational-Technical Education Service Area using funds made available through the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). The opinions expressed herein do not necessarily reflect the policies and positions of the Michigan State Board of Education or the Michigan Department of Education, and no official endorsement should be inferred.

Distributed and Sold By:
Michigan Vocational Education Resource Center
133 Erickson Hall
Michigan State University
East Lansing, Michigan 48824-1034

Phone: (517) 353-4397
Toll Free: 1-800-292-1606

Printed in 1987

TABLE OF CONTENTS

		Page
I.	ACKNOWLEDGEMENTS	1
II.	INTRODUCTION	2
III.	QUESTIONS AND ANSWERS CONCERNING THE SECONDARY MARKETING EDUCATION CURRICULUM GUIDE	14
IV.	TOPICAL OUTLINE FOR SECONDARY MARKETING EDUCATION PROGRAMS	18
V.	WHAT IS THE STUDENT ACHIEVEMENT RECORD?	24
VI.	COOPERATIVE EDUCATION TRAINING PLAN	32
VII.	DUTIES	
	A. Performing Business Operations	38
	B. Using Communication Skills	46
	C. Performing Credit Activities	54
	D. Using Economic Fundamentals	56
	E. Using Employability Skills	78
	F. Applying Human Relations Skills	110
	G. Using Management Skills	150
	H. Using Marketing and Business Fundamentals	152
	I. Using Mathematics	166
	J. Performing Physical Distribution Activities	204
	K. Performing Selling Activities	220
	L. Performing Visual Merchandising/Display Activities	256
	M. Participating in Vocational Student Organization (DECA) Activities	264
VIII.	BIBLIOGRAPHY	276

ACKNOWLEDGEMENTS

The Marketing Education Curriculum Guide was developed through a Michigan State Board of Education Program Improvement Grant funded under the provisions of Carl D. Perkins Vocational Education Act of 1984 (PL 98-524). Dr. Carl A. Woloszyk, the vocational education consultant for Marketing Education, Michigan Department of Education, Vocational-Technical Education Service served as Project Monitor for the grant.

Special recognition is given to the following individuals who were instrumental in providing ideas, materials, and support for the development of the Marketing Education Curriculum Guide.

Mr. Tom Benton
Instructor
Lapeer County Voc-Tech Center
Attica, Michigan

Mr. George Brackx
Instructor
Southfield High School
Southfield, Michigan

Mr. Tim Cornick
Instructor
Wayne Memorial High School
Wayne, Michigan

Ms. Carol Culpepper
Faculty Specialist
Michigan State University
East Lansing, Michigan

Mr. Harry Hall
Instructor
Bedford Senior High School
Temperance, Michigan

Dr. Jack T. Humbert
Professor
Western Michigan University
Kalamazoo, Michigan

Mr. Donald Immen
Instructor
John Glenn High School
Westland, Michigan

Dr. Earl Meyer
Associate Professor
Eastern Michigan University
Ypsilanti, Michigan

Dr. Paul Slocum
Professor
Michigan State University
East Lansing, Michigan

Mr. Dave Wait
DECA Project Consultant
Eastern Michigan University
Ypsilanti, Michigan

Dr. Carl A. Woloszyk
Vocational Education Consultant
Michigan Department of Education
Lansing, Michigan

Ms. Adelaide Wortham
City Supervisor
Detroit Public Schools
Detroit, Michigan

Clerical assistance for producing the Marketing Education Curriculum Guide was provided by the Michigan Curriculum Project at the Wayne State University College of Education.

MARKETING EDUCATION

I. DEFINITION

Marketing Education

Marketing Education programs prepare individuals for occupations directed toward the flow of industrial and consumer goods in channels of trade or the provision of services to consumers or users. These programs are concerned with marketing, sales, distribution, merchandising, and management, including ownership and management of enterprises engaged in marketing.[1]

II. OBJECTIVES

There are several commonly accepted objectives for marketing education programs:[2]

1. To prepare students for employment and/or continuing education in the field of marketing.
2. To provide students with an understanding and appreciation of the American private enterprise system.
3. To provide students with an understanding of the contribution of marketing to the social and economic welfare of our nation.
4. To provide students with an awareness of the civic and social responsibilities of business to society.
5. To encourage and promote the use of ethical standards in marketing.
6. To stimulate student interest in marketing.
7. To prepare marketing personnel to satisfy the needs and wants of consumers.
8. To provide training that results in increased efficiency in marketing.
9. To contribute to the improvement of the techniques in marketing.

---

[1]See bibliography #44, p. 56

[2]See bibliography #43, pp. 12-14

10. To adapt marketing practices and procedures to societal, economic, technical, and educational developments.

11. To advance the goals of the total educational program.

12. To develop among employers, employees, and consumers a greater appreciation of the value of trained personnel in marketing occupations.

III. INSTRUCTIONAL CONTENT

Marketing education programs contain two broad categories of instruction called Instructional Elements. These two elements are labeled Foundations of Marketing and Functions of Marketing.

A. The Foundations for Marketing element is organized into three instructional areas:

1. Economic Foundations
2. Human Resource Foundations
3. Marketing and Business Foundations

B. The Functions of Marketing element is organized into nine instructional areas:

1. Distribution
2. Financing
3. Marketing Information Management
4. Pricing
5. Product/Service Planning
6. Promotion
7. Purchasing
8. Risk Management
9. Selling

Definitions for each instructional area and topics included in the instructional area are:

C. Foundations for Marketing

1. Economic Foundations

Basic economic principles and the concepts of free enterprise and free-market economics that are fundamental to an understanding of market activities are:

a. Basic economic concepts
b. Economic systems
c. Cost-profit relationships
d. International concepts (of trade and interdependency)
e. Economic trends and indicators

2. Human Resource Foundations

Basic skills and understandings critical to success in many occupations, particularly those that may be viewed as pre- or co-requisites for the study of marketing in a vocational context, are:

a. Mathematics
b. Communication
c. Self-understanding
d. Interpersonal skills
e. Career development
f. Human resource management

3. Marketing and Business Foundations

Basic skills and understanding of the marketing concept and the business environment and management systems within which they are implemented are:

a. Functions of business
b. Ownership structures
c. Functions of marketing
d. Channels of distribution
e. Management functions
f. Budget considerations
g. Business operations
h. Business operations (specialized applications)

D. Functions of Marketing

1. Distribution

Activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer are:

a. Components of the distribution decision
b. Nature of channels and channel members
c. Control of distribution and coordination of channel relationships
d. Wholesale, retail, and specialist business activities
e. Inventory management and control
f. Transportation
g. Bulk packaging
h. Storage of merchandise
i. Receiving of merchandise
j. Management of the distribution function

2. Financing

The procedures for determining the need for and availability of financial resources to facilitate marketing activities are:

a. Budgeting for financial needs
b. Locating sources of capital
c. Obtaining business credit
d. Extending credit to consumers and to other organizations
e. Managing financial activities

3. Marketing Information Management

The procedures and methods for the continuous gathering, analyzing, and disseminating of information to facilitate marketing decisions are:

a. Gathering market information and using information systems
b. Using the scientific method in problem-solving
c. Forecasting
d. Conducting research (primary and secondary)
e. Analyzing and reporting research
f. Using appropriate technology
g. Managing the marketing information system

4. Pricing

The procedures for determining an exchange price for the goods or services at which buyer and seller perceive optimum value are:

a. Determining pricing objectives, strategies, and techniques
b. Determining external pricing considerations
c. Determining selling prices
d. Adjusting selling prices
e. Recognizing implications of credit on price
f. Managing the pricing function

5. Product/Service Planning

The procedures for developing the product or service mix in response to market opportunities are:

a. Market opportunity analysis
b. New product/service planning

c. Components of the product/service mix
d. Quality assurance, grades and standards, warranties, and guarantees
e. Product/service positioning and image
f. Product/service performance evaluation
g. Management of the product/service planning function

6. Promotion

The procedures for communicating information about products, services, images and/or ideas to influence consumer behavior are:

a. Communication processes
b. Promotional mix
c. Promotional planning
d. Management of the promotion function

7. Purchasing

The procedures and planning necessary to obtain goods and services for use in the business or for resale are:

a. Determination of purchase needs
b. Identification of sources
c. Purchasing activities
d. Management of the purchasing function

8. Risk Management

The procedures for managing marketing activities to optimize the relationships of potential loss to gain are:

a. Pure and speculative risk
b. Controllable and uncontrollable factors
c. Insurable and uninsurable risks
d. Security and safety considerations
e. Management of the variables associated with risk

9. Selling

The procedures for responding to consumer needs and wants through planned, personalized communication in order to influence purchase decisions and ensure satisfaction are:

a. Knowledge of customers/clients
b. Processes and techniques of selling

c. Time and activity planning
d. Knowledge of products and services
e. Activities that support selling
f. Management of the selling function

Student instruction in each instructional area is based upon task analysis of individual marketing occupations.

The State of Michigan, through the Michigan Department of Education, Vocational-Technical Education Service area, is a member state of the Interstate Distributive Education Curriculum Consortium (IDECC). IDECC is a national curriculum development and research center for marketing education. IDECC provides a variety of instructional materials to classroom teachers developed through a carefully controlled research process based upon task analysis. Product and consortium information about IDECC can be obtained by writing:

IDECC - The Ohio State University
1564 West First Avenue
Columbus, OH 43212
(614) 486-6708

IV. CLASSROOM MANAGEMENT IN MARKETING

Frequently content decisions for marketing education curriculum are made on the basis of an individual teacher's feelings about the program. One teacher is certain of the need for an in-depth advertising unit while another believes that every student absolutely must be able to figure open-to-buy.

Classroom autonomy is an important consideration to any instructor--and rightfully so. At the same time there is a very real need to base vocational curriculum on objective data. More specifically, it is important that marketing educators teach the competencies required for employment in marketing occupations.

Although input from local teachers remains an important element of curriculum design, it is not realistic to expect any individual to have a working knowledge of all the occupations within the field of marketing.

Assuming that it is impractical to expect teachers to study every marketing occupation, two primary alternatives exist. A generalized, all-purpose curriculum can be designed on the basis of an individual instructor's own experiences, strengths and weaknesses. A second alternative is to design curriculum based on formal research conducted by research specialists.

The second alternative is preferred, and accordingly the State of Michigan joined the IDECC Curriculum Consortium in 1978. IDECC is a non-profit research and development center for curriculum and instructional materials established in the early 1970's to develop a competency-based learning system for the improvement of instruction for marketing education.

The research base for IDECC's original system is the Crawford[3] study completed in the late 1960's. Specific competencies needed by 76 marketing and retail occupations were identified through Crawford's efforts. Crawford's work was revalidated by IDECC through a federally funded project in 1978-80.[4]

Further revision and updating was done in conjunction with IDECC's data base reorganization in 1985-86.

The need for a curriculum guide based on occupational research should be evident. It makes little sense to rely on any one person's judgment (i.e. individual teachers, authors, or advisors) when the collective judgment of dozens of professionals is available--professionals who are actually working in the occupation. Therefore, input of professional marketing people, through formal occupational research conducted by IDECC, is used as the basis for this curriculum guide. On this basis Michigan marketing educators can look at what industry has said and use this information, as local decisions are made, to reflect the best interests of marketing education students.

Procedures established by IDECC are essentially a process of task inventory or task analysis. Using a well-established research procedure, IDECC staff call on a panel of experts from the particular industry under study. This panel is used to identify specific job titles and a career hierarchy within the industry area. The career hierarchy might be as simple as stockperson, assistant buyer, manager--or as complex as those found in major department store chains.

After specific job titles are identified, assurance is sought that the jobs selected best represent opportunities in the industry. An extensive literature review is then conducted in an effort to identify tasks and competencies performed on each job. Using the same panel of experts, a master list of tasks is generated for these occupations.

---

[3]See bibliography #6

[4]See bibliography #62

Finally a minimum of 30 employees per job and 30 supervisors of this type of employee are surveyed in an effort to validate the task list. Surveys are conducted in a minimum of five states. Data collected include the significance of each task, the desirability of task occurrence, and the preferred learning location for the task.

Using the data collected from employees and supervisors, a sophisticated statistical procedure is used to determine those tasks most relevant to success on the job. Further, analysis is used to identify those tasks most appropriate for the marketing education curriculum.[5]

V. LEVELS OF EMPLOYMENT IN MARKETING

Although the IDECC task inventory research analysis identifies job titles (i.e., salesperson, buyer, etc.) within an occupational area, it is also possible to cluster related jobs within an occupational area. In many cases students are unable to identify a specific job; and, therefore, a clustering of entry-level competencies becomes necessary for curriculum planning to prepare students for employment or higher level competencies.

Employment in marketing can be conceptualized in levels from simple to complex in terms of responsibilities assigned and skills and knowledge required. The occupational requirements for each level of employment direct the identification of instructional objectives and learning activities. The marketing activities which take place at each level of employment can still be classified in the broad categories of marketing functions, but the activities vary in complexity from level to level. Pre-baccalaureate marketing education is directed to instruction at the first five levels of marketing employment:

Entry-level marketing occupations involve standard or routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience or commitment to a marketing career. Competencies required to secure and hold such jobs address good personal appearance, general business behavior, and basic skills such as math and communications.

---

[5]See bibliography #20

Career-sustaining level of marketing occupations involves performance of more complex duties, use of routine decision-making skills, and limited control of one's own working environment. Individuals in a career-sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career.

Marketing Specialist occupations involve frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function. Individuals in a marketing specialist occupation need to have a thorough understanding of the marketing concept and its functions.

Marketing Supervisor involves a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people. They may also be involved in planning, coordinating, and supervising marketing-related activities.

Manager-Entrepreneur implies competency in a variety of tasks related to owning one's own business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or a small business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role.

Higher levels of employment in marketing exist that involve the preparation of individuals for top-level positions such as executives of large companies. These positions usually require baccalaureate degrees or extensive experience and thorough comprehension of the theories of marketing and their application to corporate activity.

Secondary Marketing Education programs typically are organized around the career-sustaining level of employment.

VI. HOW THIS GUIDE WAS DEVELOPED

The competencies identified for 16 specific job titles for general merchandise retailing (department store) was the research base for the development of the guide.

The competency lists for general merchandise retailing were representative of 16 specific job titles:

Credit interviewer/cashier	Assistant Receiving Manager
Display helper	Professional salesperson
Receiving clerk	Advertising Manager
Salesperson	Buyer
Stockperson	Credit Manager
Assistant Buyer	Department Manager
Assistant Credit Manager	Display Manager
Assistant Display Manager	Receiving Manager

The competencies for this curriculum guide were clustered around the career-sustaining level of employment and are representative of five of the 16 job titles:

Credit interviewer/cashier
Display helper
Receiving clerk
Salesperson
Stockperson

IDECC's competencies are identified as "skills, knowledges and attitudes required for a student to succeed at a particular occupation."[6] IDECC's competencies in the revised data base consist of concepts, cognitive skills and psychomotor skills.

The complete listing of both concepts and skills is found in the Student Achievement Record section of this Guide. The Training Plan section of this guide includes a listing of the psychomotor skills observable on the job.

The Economic Fundamentals and Employability Skills sections of the Guide were deemed important for the overall success of secondary marketing education programs and should be taught prior to student job placement. These tasks, however, were not obtained from IDECC task inventory research but other research efforts directed to business people about the importance of economic knowledge[7] and employability skills training. The Vocational Student Organization section was included to reflect the importance of vocational student organizations within secondary marketing programs.

---

[6]See bibliography #35

[7]See bibliography #17

VII. HOW TO USE THIS GUIDE

The importance of a research-based curriculum is again emphasized. An effective instructional program can be developed with or without IDECC instructional materials. Instructors, however, are highly encouraged to use the IDECC system and support materials, such as Customized Curriculum Guide (CCG), Learning Activity Packages (LAPS), and the Test Bank. After tasks and achievement indicators are identified and assigned, the best available instructional materials and teaching methods should be selected.

It is hoped that this curriculum guide will provide a "common core" of competencies from which to design an effective secondary level marketing education program. The successful marketing program combines all instructional components such as the classroom and school store laboratory activities, DECA, and cooperative education in a coordinated fashion to affect student learning and job placement.

After carefully reviewing the tasks and achievement indicators, it will be necessary for local instructors to select and sequence their units of instruction. Because of existing program differences, an unlimited number of possible organizational patterns for instruction are available. For example, some instructors may prefer to sequence their instruction beginning with employability skills, economic fundamentals and human relations, and as students master the tasks and achievement indicators, progress to selling, physical distribution and management competencies. Some instructors may desire to link physical distribution, management and selling units, for instance, to an existing school store operaion. Instructors must recognize that there is no right way to sequence the program of instruction. It should also be stressed that time allocations will vary with each identified task. Instructors will need to consider the current length of their program and courses (in weeks, days, and hours) and assign time to each task statement or group of task statements.

The task statements, however, are research-based and reflect the competencies essential for workers in the selected occupational area and should be taught in a secondary marketing education program. Specialized competencies will also need to be taught for advanced students at the career specialist level or for students in cooperative education.

Instructors are highly encouraged to use the student achievement record; it should serve as a record of individual student accomplishment. The record can be used effectively to measure levels of competence obtained by individual students enrolled in the program.

The training plan is a suggested guide for students and employers participating in the cooperative education method of instruction. This "core" curriculum guide should not be thought of as minimal performance objectives or standards since it is quite possible that for some students the mastery of the tasks will never progress beyond an awareness stage. Neither should the use of these materials preclude some individual students from studying higher level competencies or other marketing occupations not covered during the research phase of this project. Specialized competencies available from IDECC should be used for students with unique career interests and for those advanced students participating in cooperative education.

In conclusion, this research-based curriculum guide should become the common core of knowledges, attitudes, and skills needed for an individually-designed competency-based instructional program for students participating in Michigan secondary marketing education programs.

Carl A. Woloszyk
Vocational Education Consultant
for Marketing Education
Michigan Department of Education
Vocational-Technical Education Service

QUESTIONS AND ANSWERS CONCERNING THE SECONDARY MARKETING EDUCATION CURRICULUM GUIDE

1. What is the Michigan Marketing Education Curriculum Guide?

   The Curriculum Guide is a list of duties, task statements, achievement indicators, criteria, tools, equipment, and resources that provides the base for a marketing education preparatory curriculum for the career-sustaining level of employment in marketing occupations. It does not provide specialized competencies for each job title or all the various occupational areas found in marketing education.

2. What area and job titles were used as the research base for the Marketing Education Curriculum Guide?

   The occupational area selected was General Merchandise Retailing at the career-sustaining level. Job titles included the following:

   1. credit interviewer/cashier
   2. display helper
   3. receiving clerk
   4. salesperson
   5. stockperson

3. Why was this area and job titles selected for the research base?

   The General Merchandising Retailing occupational area was selected because a majority of Michigan secondary marketing programs incorporate selling general merchandise in a school store laboratory as part of the program. In addition, a majority of marketing students are employed in general merchandising positions. Further, the competencies for General Merchandising have been most recently revalidated by IDECC.

4. Why was there a need to develop a Michigan Curriculum Guide?

   It was necessary to design a Michigan Curriculum Guide so that teachers would have a research-based common core of competencies for secondary marketing education programs. In addition, this guide was developed to reflect the revised national curriculum framework for marketing education as identified by the National Curriculum Committee of the National Council for Marketing Education, which was released in 1986.

5. How is the Marketing Education Guide organized?

   The Guide is organized around tasks in instructional areas reflected at the career-sustaining level of General Merchandise Retailing. The instructional areas include the following:

   1. Business Operations
   2. Communications
   3. Credit
   4. Economic Fundamentals
   5. Human Relations
   6. Management
   7. Marketing Fundamentals
   8. Mathematics
   9. Physical Distribution
   10. Selling
   11. Visual Merchandising

   Added to the 11 instructional areas are the instructional areas of Employability Skills and Vocational Student Organizations. The Guide contains a list of duties, task statements, achievement indicators, criteria, tools, equipment, and resources for each instructional area.

6. How was the Marketing Education Curriculum Guide developed?

   The Guide was developed in 1986 by a review team of secondary, university, and State personnel.

7. Why was occupational research used as a basis for the Curriculum Guide?

   Vocational education curriculum must be based on occupational analysis. Job duties and tasks are used by industrial, educational, governmental and private agencies, and employee organizations for the planning of educational programs.

8. Are there alternatives to using the Curriculum Guide?

   Yes, but since vocational education curriculum is based on occupational analysis, it would be necessary to conduct task analysis, identify competencies, validate competencies, construct and field-test instructional materials, evaluate and provide instruction. Few, if any, instructors or school districts have the ability to do this kind of activity.

9. When should Michigan marketing education instructors begin to use the Curriculum Guide?

   Since the new Guide essentially revises the existing Michigan Marketing and Distributive Education Guide developed in 1980, instructors should begin as quickly as possible to incorporate the features of this revised Guide into present content and outlines.

10. What is a task statement?

    It is a statement of job performance. It has six basic parts:

    a. Worker actions that consist of one action verb
    b. Worker actions that consist of an object of the action
    c. Machines, tools, equipment, work aids, data, people, attitudes, knowledge
    d. Purpose of work actions
    e. Materials, products, subject matter, and services
    f. Instructions and judgment

11. How does the Marketing Education Curriculum Guide relate to Competency Based Education?

    A competency is defined as a knowledge, attitude, or skill necessary for effective job performance. Accordingly, the tasks identified reflect competencies needed by employees in the selected occupational area.

12. Must IDECC be used with the State of Michigan Curriculum Guide?

    No, IDECC only serves as a research base for the Guide. The individual teacher needs to select the best available resource materials. Instructors, however, are highly encouraged to use the IDECC's LAPS, the test bank, and Customized Curriculum Guides.

13. Will V-TES mandate the Curriculum Guide?

    No, it is the philosophy of vocational education that all curriculum should be based on task research. Therefore, V-TES has developed a research-based Curriculum Guide, which is encouraged as a resource for local curriculum planning.

14. How long does it take for a student to accomplish the Michigan Marketing Education Curriculum Guide?

    Accomplishment of the tasks included in the Guide will vary because of individual student abilities.

15. What happens if a student completes all the task statements in the Curriculum Guide?

    All students should have the opportunity to acquire specialized competencies for higher levels of employment. Accordingly, instructors are encouraged to use materials to teach the specialized competencies for unique job titles or for related cooperative education jobs.

16. How are grades assigned to students using the Curriculum Guide?

Grading should be based on individual teacher assessment for level of competence. The task statements become just one element of a total grading scheme which includes attendance, tests, attitudes, and other methods used to establish an individual student grade.

17. How can the Michigan marketing education instructor use the Curriculum Guide?

There are several ways that Michigan marketing education instructors can use the Guide:

a. Use the materials to adapt present course outlines.
b. Use the materials for training plans.
c. Use the materials for school store training.
d. Use the materials for student achievement records.

18. What are some advantages of the Marketing Education Curriculum Guide?

Some advantages of the Curriculum Guide include the following:

a. Provides a suggested, easy-to-use guide for preparatory programs in marketing education.
b. Provides an easily understood curriculum for the business community.
c. Provides a curriculum that can be articulated with post-secondary education.
d. Provides a curriculum that can be transferred from one high school to another within the State.
e. Provides achievement indicators for performance evaluation.
f. Provides a competency training plan.
g. Provides a student achievement record.
h. Provides a vehicle for DECA competitive events.

TOPICAL OUTLINE

FOR SECONDARY MARKETING EDUCATION PROGRAMS

I. Foundations for Marketing

A. Economic Fundamentals

1. Basic Concepts
   a. economics and economic activities
   b. economic goods and services
   c. economic resources
   d. utility
   e. supply and demand
   f. price

2. Economic Systems
   a. types of systems
   b. relationship of government and business
   c. private enterprise/business ownership

3. Cost-Profit Concepts
   a. productivity
   b. profit
   c. risk
   d. competition

B. Human Resource Foundations

1. Mathematics
   a. addition problems
   b. subtraction problems
   c. multiplication problems
   d. division problems
   e. fraction problems
   f. percentages problems
   g. charts and graphs
   h. change making
   i. register/P.O.S. terminal
   j. tax, discounts, and miscellaneous charges for purchases
   k. sales checks
   l. charge sale transactions
   m. customer/client checks
   n. identification procedures
   o. returns, refunds, and exchanges
   p. layaway and COD sales

2. Communications Skills
    a. effective communication characteristics
    b. proper grammar and vocabulary
    c. effective verbal communications
    d. effective presentations
    e. proper telephone use
    f. effective written communications
    g. effective listening skills
    h. effective staff communications
    i. effective inter-departmental/company communications

3. Personality Traits
    a. businesslike personality traits
    b. positive attitude:
        1. interest and enthusiasm
        2. initiative
    b. responsible behavior/self-control
    c. honesty and integrity
    d. orderly and systematic behavior

4. Self-development Concepts
    a. self-understanding
    b. self-esteem
    c. feedback for personal growth
    d. adjustment to change
    e. personal goal-setting

5. Interpersonal Skills
    a. positive working relationships
    b. positive customer/client relations
    c. customer inquiries
    d. empathy
    e. assertiveness
    f. difficult customers
    g. explanation of business policies to customers/clients
    h. customer/client complaints
    i. new employee orientation

II. Marketing and Business Fundamentals

A. Marketing and Business Fundamentals

1. Business Concepts
    a. functions of business
    b. marketing and its importance
    c. management
    d. production
    e. accounting/finance
    f. administration
    g. relationship of business and society
    h. types of ownership

2. Marketing Concepts
   a. marketing functions and related activities
   b. merchandising
   c. marketing strategies
   d. market and market identification
   e. distribution channels

3. Operational Concepts
   a. nature and scope of operations
   b. company equipment
   c. calculator operation
   d. functions of store maintenance
   e. housekeeping responsibilities

III. Marketing Functions and Applications

A. Distribution

1. Physical Distribution
   a. nature and scope of distribution
   b. receiving process
   c. stock-handling techniques
   d. priorities for processing stock-handling
   e. incoming stock procedures
   f. shipping/receiving discrepancies
   g. returns/damaged product processing
   h. returns to vendors
   i. price marking (stamps, tags, tickets, etc.)
   j. stock levels and maintenance
   k. stock count
   l. inventory control systems

B. Financing

1. Credit
   a. nature and scope of finance
   b. credit purposes and importance
   c. credit applications

C. Product/Service Planning

1. Grades and Standards

2. Warranties and Guarantees

D. Promotion

1. Nature and Scope
   a. role of promotion
   b. types of promotion

2. Visual Merchandising/Display
    a. use of visual merchandising
    b. display arrangements
    c. display assembly considerations
    d. care and maintenance of displays
    e. business/department displays

E. Risk Management

1. Types of Risk

2. Security Precautions

3. Accident Procedures

F. Selling

1. Nature and Scope
    a. purpose and importance of selling
    b. company selling policies

2. Process and Techniques
    a. selling process
    b. opening the sale
    c. questioning techniques
    d. product substitutions
    e. product demonstration
    f. feature/benefit selling
    g. closing the sale

3. Product Knowledge
    a. product information from sources on or with the item
    b. company promotional material for selling information
    c. product information from appropriate individuals
    d. use of brand names in selling

4. Support Activities
    a. alterations
    b. delivery of purchases
    c. packaging/wrapping
    d. special orders
    e. gift certificates
    f. telephone orders

IV. Employability Skills

A. Career Information

1. Sources of Employment Information
2. Job Requirements
3. Wage Information
4. Non-wage Job Characteristics
5. Employment Opportunities
6. Advancement Opportunities
7. Personal Criteria for Decision-making

B. Job Seeking Information

1. Resume/Data Sheet
2. Letter of Application
3. Job Application
4. Dress and Grooming
5. Job Interviewing
6. Evaluation of a Job Offer

C. Job-Retention

1. Interpersonal Relations On the Job

D. Career Change

1. Sources of Continuing Education and Training

E. Job Termination

1. Job Termination Procedures

V. Vocational Student Organization (DECA)

A. Basic Principles

1. Goals and Objectives
2. DECA Diamond

B. Purposes of the Organization

1. Civic Consciousness
2. Social Intelligence
3. Vocational Understanding
4. Leadership Development

WHAT IS THE STUDENT ACHIEVEMENT RECORD?

The STUDENT ACHIEVEMENT RECORD included with this curriculum package has been designed for a specific purpose: It is intended to be common to all programs using this curriculum. Because of this commonality, student achievement can be communicated from one program to another for the purpose of skill recognition and/or articulation.

One of the important features of this achievement record is that it does not require a grade but rather a level of achievement. This has been done so that a person's skill in task performance can be communicated separate from grades which include the skill but many other factors as well. For example, a person may score well on tests but perform much lower on psychomotor skills or vice versa. That fact can be communicated to employers or other training programs.

The levels of achievement are derived from the work of a number of vocational education researchers that was modified and used by selected teachers in Articulation Consortia throughout Michigan. The levels of achievement are the following:

1 - student has been exposed to task

Students achieving at this level would be aware of the existence of the task but would not have any demonstrated competence in the task.

2 - task accomplished with assistance

Students achieving at this level are able to perform the task with assistance. Assistance can be in the form of the time required to perform the task, a resource needed to perform the task, or a person's help in performing the task.

3 - task accomplished to criteria by student on his/her own

Students achieving at this level are able to perform the task to a criterion that represents an industry standard whenever they are required to do so.

4 - ability to teach or demonstrate the task to others

Students achieving at this level are able to perform the task well enough to teach others how to perform the task or demonstrate to others the performance of the task.

HOW TO USE THE ACHIEVEMENT RECORD

The Student Achievement Record is designed to be used for each individual student. This may be done in the following or other situations depending on each teacher's needs:

1. The Student Achievement Record may be completed for each individual student to record his/her skill performance for the course.

2. It may be used by the student to keep a record of his/her individual performance.

3. It may be completed by a teacher at the request of a student for the purpose of communicating skills to an employer or another school.

The Student Achievement Record requires each teacher to evaluate a student's performance and indicate in the appropriate place the level of performance achieved. This evaluation can be either subjective or objective:

1. subjective, requiring the teacher to recall student performance over a period of time, for example, a grading period, semester, etc., and indicate the appropriate level. The teacher, in this instance, may choose to refer to the Achievement Indicators and Criteria for each task for assistance.

2. objective, with the teacher observing the student and checking the performance of each Achievement Indicator prior to the final decision on the appropriate level.

NOTE: In either case, this evaluation of student achievement means that on the date indicated the student performed at the level indicated. It does not mean that the student will be able to perform the task for ever and ever.

It must also be remembered that all the tasks in the curriculum are on the Student Achievement Record. This does not mean that each teacher will teach each task. When completing the record, a student should be certified only in those tasks performed for the evaluation.

STUDENT ACHIEVEMENT RECORD

MARKETING EDUCATION

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
A. Performing Business Operations		
1. Handle company equipment		
2. Operate a calculator		
3. Complete housekeeping responsibilities		
4. Use safety precautions		
B. Using Communications Skills:		
1. Use proper grammar/vocabulary		
2. Address people in businesslike manner		
3. Use the telephone		
4. Listen to and follow directions		
C. Performing Credit Activities:		
1. Facilitate credit applications		

TASK	LEVEL	DATE
D. Using Economic Fundamentals:		
1. Explain the concept of economics		
2. Explain economic goods and services		
3. Explain economic resources		
4. Explain product utility		
5. Explain the concept of supply and demand		
6. Explain market price		
7. Explain economic systems		
8. Explain the relationship of government and business		
9. Explain profit		
10. Explain business risks		
11. Explain competition		
E. Using Employability Skills:		
1. Investigate employment information		
2. Identify job requirements		
3. Acquire wage information		
4. Identify significant non-wage job characteristics		
5. Explore employment opportunities		
6. Analyze career ladder		
7. Identify personal criteria for choosing a job		
8. Prepare a resume		
9. Write a letter of application		
10. Complete a job application		
11. Demonstrate appropriate dress		
12. Complete a job interview		
13. Identify personal versus job criteria		
14. Demonstrate interpersonal skills		
15. Identify source of continuing education		
16. Describe job termination procedures		

TASK	LEVEL	DATE
F. Applying Human Relations Skills:		
1. Display positive personality skills		
2. Maintain appropriate personal appearance		
3. Maintain a positive attitude		
4. Demonstrate interest/enthusiasm		
5. Demonstrate responsible behavior		
6. Demonstrate honesty/integrity		
7. Demonstrate orderly/systematic behavior		
8. Demonstrate initiative		
9. Demonstrate self-control		
10. Use feedback for personal growth		
11. Adjust to change		
12. Set personal goals		
13. Foster positive working relations		
14. Handle customer inquiries		
15. Direct customers/clients		
16. Show empathy for others		
17. Use appropriate assertiveness		
18. Handle difficult customers		
19. Interpret business policies		
20. Handle customer/client complaints		
G. Using Management Skills:		
1. Orient new employees		
H. Using Marketing and Business Fundamentals		
1. Explain business functions		
2. Explain Marketing		
3. Explain the relationship of business/society		
4. Explain marketing functions		
5. Explain marketing strategies		
6. Explain market identification		
7. Explain channels of distribution		

TASK	LEVEL	DATE
I. Using Mathematics:		
1. Solve addition problems (whole numbers)		
2. Solve subtraction problems (whole numbers)		
3. Solve multiplication problems (whole numbers)		
4. Solve division problems (whole numbers)		
5. Solve fraction problems		
6. Solve percentage problems		
7. Read charts/graphs		
8. Operate a register/POS terminal		
9. Distinguish taxable items		
10. Make change/without change indicator		
11. Close out register/terminal		
12. Calculate taxes/discounts/misc. charges		
13. Complete sales checks		
14. Complete a charge sale transaction		
15. Accept customer/clients checks		
16. Verify customer identification		
17. Process customer returns/refunds		
18. Process customer layaway/COD sales		
J. Performing Physical Distribution Activities:		
1. Determine processing priorities		
2. Check incoming stock		
3. Reconcile shipping/receiving discrepancies		
4. Process returned/damaged product		
5. Process returns to stock/vendor		
6. Price mark stock		
7. Maintain stock levels		
8. Compile stock counts		

TASK	LEVEL	DATE
K. Performing Selling Activities		
1. Open the sales presentation		
2. Question customers		
3. Suggest product substitutions		
4. Demonstrate products		
5. Handle customer objections		
6. Use feature/benefit selling		
7. Explain warranties/ guarantees		
8. Close the sale		
9. Suggest additional merchandise		
10. Obtain product information (from product)		
11. Obtain product information (from individuals)		
12. Use company promotional material		
13. Arrange alterations		
14. Arrange delivery of purchases		
15. Wrap a customer's package		
16. Process special orders		
17. Sell gift certificates		
18. Process telephone order		
L. Performing Visual Merchandising/Display Activities)		
1. Build counter/window and interior displays		
2. Maintain displays		
3. Dismantle displays		
4. Care for live plants		
M. Participating in DECA Activities		
1. Identify goals and objectives		
2. Identify parts/meaning of DECA diamond		
3. Participate in a civic consciousness activity		
4. Participate in a social intelligence activity		
5. Participate in a DECA competitive event		
6. Participate in a leadership development activity		

COOPERATIVE EDUCATION

The Carl D. Perkins Federal Vocational Education Act (P.L. 98-524) defines cooperative education as follows:

The term "cooperative education" means a method of instruction of vocational education. Students are employed through written cooperative arrangements between the school and employers and receive instruction, including required academic courses and related vocational instruction. The cooperative education method of instruction includes an alternation of school training with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his/her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

The Youth Employment Standards Act (P.A. 90 of 1978) governs the legal employment of minors in Michigan. In Section 18 of the Act a provision is made to allow a written agreement or contract to be entered into between an employer and the board of education of the school district in which the minor is enrolled. This written agreement exempts a student from obtaining a work permit and allows the student to be legally employed in Michigan. The employment, however, shall not be in violation of a Federal statute or regulation and a signed copy of the agreement shall be on file in the place of employment before a minor begins employment.

The training agreement in cooperative education is the legal written agreement developed cooperatively between the employer, teacher-coordinator, student and parent and outlines the responsibilities of the employer and student to the program and establishes the legal conditions of the student-learner's employment. A suggested cooperative education student training agreement detailing general work tasks and containing all the necessary legal conditions is found in this section. This training agreement should serve as the model agreement for cooperative education enrollees in Michigan schools.

In addition to the legal requirement of a training agreement, a suggested training plan is also contained in this section. The training plan is the educational tool used in conjunction with the training agreement that details specific job tasks to be learned by the student on the job and in the school's vocational program. The training plan outlines suggested time frames for the accomplishment of job tasks.

The development of a training plan should focus on a student's stated career goal and interests. The assumption is that the employer and the teacher-coordinator will discuss the skills, attitudes, and understandings required of the student and design the training plan

accordingly. The job tasks identified in the suggested training plan are for General Merchandise Retailing and are representative of the following job titles:

1. credit interviewer/cashier
2. display helper
3. receiving clerk
4. salesperson
5. stockperson

A coordinator can add and/or delete specific job tasks appropriate to each student's job and/or training station.

The training plan outlines the educational program for the co-op student and identifies the relationship between the marketing education training program and the cooperative work experience.

COOPERATIVE EDUCATION STUDENT TRAINING AGREEMENT

EMPLOYER: _____
(Name of Business)
EMPLOYER IRS NUMBER _____
STREET: _____
CITY: _____ PHONE: _____
FED. HAZARD. OCCUP. DEVIATION:
_____ YES _____ NO
SUPERVISOR: _____
DATE EMPLOYMENT BEGINS: _____
WORKER'S DISABILITY: ____YES __NO
UNDERWRITER: _____
(CARRIER)
LIABILITY INSURANCE:
_____ YES ____ NO
UNDERWRITER: _____
(CARRIER)

STUDENT NAME: _____
STREET: _____
CITY: _____
ZIP CODE: _____ PHONE: _____
SOCIAL SECURITY NO. _____
DRIVER'S LICENSE NO. _____
GRADE: _____ AGE: _____
BIRTH DATE: _____
RATE OF PAY: _____
EXPECTED PROGRAM
COMPLETION DATE: _____
DAILY TIME SCHEDULE
FROM _____ TO _____
MAXIMUM WORK HR./WEEK _____
CAREER OBJECTIVE: _____
OCCUPATIONAL TITLE: _____
NCES(USOE) CODE: _____

JOB TASKS AND ACTIVITIES	RELATED VOCATIONAL INSTRUCTION
The student will receive training from the employer (on the job) for the following work related tasks and activities:	The student will complete the following preparation in school:

EMPLOYER'S RESPONSIBILITY IN PROGRAM

1. The student's training period shall be an average of 15 hours per week.
2. The training plan shall include job tasks and activities which are of vocational and educational value.
3. The employer shall complete a brief progress report (provided by the coordinator) each marking period indicating the trainee's progress on the job.
4. This training program agreed upon shall not be interrupted by either trainee or employer without consultation with the coordinator.
5. The employment of the trainee shall conform to all federal, state, local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, religion, age, marital status, sex, national origin or ancestry. This policy of nondiscrimination shall apply also to otherwise qualified handicapped individuals.

TRAINEES RESPONSIBILITY IN PROGRAM

1. Trainee will abide by the regulations and policies of the employer and the school.
2. Each trainee shall faithfully perform the assignments of the job and school program.
3. No trainee shall leave the training program without first receiving the consent of the co-op coordinator.

Approved Trainee Date

_____ _____

Parent _____

Coordinator _____

Employer _____

NOTE: (Employer must retain a copy of the completed training agreement at place of employment before a minor begins work.)

TRAINING PLAN AND EMPLOYEE EVALUATION

EMPLOYEE _____

SCHOOL _____

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE

1. Can perform task satisfactorily without supervision.
2. Can perform task with supervision-needs additional work.
3. Cannot perform task satisfactorily.

(✓) Check for on-the-job concentration during current evaluation period

TASK NO.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS	Learning Locations LAB	Sept. Oct.	Nov. Dec. Jan.	Feb. Mar. Apr.	May Jun.	
	BUSINESS OPERATIONS							
1.	Handle company equipment							
2.	Operate a calculator							
3.	Complete housekeeping responsibilities							
4.	Use safety precautions							
	COMMUNICATION SKILLS							
1.	Use proper grammar/vocabulary							
2.	Address people in businesslike manner							
3.	Use the telephone							
4.	Listen to and follow directions							
	CREDIT ACTIVITIES							
1.	Facilitate credit applications							
	HUMAN RELATIONS SKILLS							
1.	Display positive personality skills							
2.	Maintain appropriate personal appearance							
3.	Maintain a positive attitude							
4.	Demonstrate interest/enthusiasm							
5.	Demonstrate responsible behavior							
6.	Demonstrate honesty/integrity							
7.	Demonstrate orderly/systematic behavior							
8.	Demonstrate initiative							
9.	Demonstrate self-control							
10.	Use feedback for personal growth							
11.	Adjust to change							
12.	Set personal goals							
13.	Foster positive working relationships							

TASK NO.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations		Sept. Oct.	Nov. Dec. Jan.	Feb. Mar. Apr.	May Jun.	
		TS	LAB					
	HUMAN RELATIONS SKILLS (CONTINUED)							
14.	Handle customer inquiries							
15.	Direct customers/clients							
16.	Show empathy for others							
17.	Use appropriate assertiveness							
18.	Handle difficult customers							
19.	Interpret business policies							
20.	Handle customer/client complaints							
	MANAGEMENT SKILLS							
1.	Orient new employees							
	MATHEMATICS SKILLS							
1.	Solve addition problems (whole nos.)							
2.	Solve subtraction problems (whole nos.)							
3.	Solve multiplication problems (whole nos.)							
4.	Solve division problems (whole nos.)							
5.	Solve fraction problems							
6.	Solve percentage problems							
7.	Read charts/graphs							
8.	Operate a register/POS terminal							
9.	Distinguish taxable items							
10.	Make change/without change indicator							
11.	Make change/with change indicator							
12.	Close out register/terminal							
13.	Calculate taxes/discounts/misc. charges							
14.	Complete sales checks							
15.	Complete a charge sale transaction							
16.	Accept customer/client checks							
17.	Verify customer identification							
18.	Process customer returns/refunds							
19.	Process customer layaway/COD sales							
	PHYSICAL DISTRIBUTION ACTIVITIES							
1.	Determine processing priorities							
2.	Check incoming stock							
3.	Reconcile shipping/receiving discrepancies							
4.	Process returned/damaged product							
5.	Process returns to stock/vendor							
6.	Price mark stock							
7.	Maintain stock levels							
8.	Compile stock counts							

TASK NO.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations		Sept. Oct.	Nov. Dec. Jan.	Feb. Mar. Apr.	May Jun.
		TS	LAB				
	SELLING ACTIVITIES						
1.	Open the sales						
2.	Question customers						
3.	Suggest product substitutions						
4.	Demonstrate products						
5.	Handle customer objections						
6.	Use feature/benefit selling						
7.	Explain warranties/guarantees						
8.	Close the sale						
9.	Suggest additional merchandise						
10.	Obtain product information (from product)						
11.	Obtain product information (from individuals)						
12.	Use company promotional materials						
13.	Arrange alterations						
14.	Arrange delivery of purchases						
15.	Wrap a customer's package						
16.	Process special orders						
17.	Sell gift certificates						
18.	Process telephone order						
	VISUAL MERCHANDISING ACTIVITIES						
1.	Building counter/window and interior displays						
2.	Maintain displays						
3.	Dismantle displays						
4.	Care for live plants						

Duty: PERFORMING BUSINESS OPERATIONS	**Duty No.** A
	Task No. 1

Task: HANDLE COMPANY EQUIPMENT properly, using a knowledge of store policies and procedures, to facilitate effective business operations.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the nature and scope of operations.	___	___
2. Described store policy and procedure related to equipment.	___	___
3. Operated store equipment safely and efficiently.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
Michigan instructional tool: Equipment List - VTES (all items)	

41

Duty: PERFORMING BUSINESS OPERATIONS	Duty No. A
	Task No. 1

Task: HANDLE COMPANY EQUIPMENT properly, using a knowledge of store policies and procedures, to facilitate effective business operations.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PERFORMING BUSINESS OPERATIONS	**Duty No.** A
	Task No. 2

Task: OPERATE A CALCULATOR, using sales, equipment, product, purchase or stock records, to obtain a current value.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Computed total of each line item.	___	___
2. Computed total value of each line item.	___	___
3. Computed total current value.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
1. printing calculator	

43

Duty: PERFORMING BUSINESS OPERATIONS	Duty No. A
	Task No. 2

Task: OPERATE A CALCULATOR, using sales, equipment, product, purchase or stock records, to obtain a current value.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PERFORMING BUSINESS OPERATIONS	**Duty No.** A
	Task No. 3

Task: COMPLETE HOUSEKEEPING RESPONSIBILITIES, using store maintenance procedures and equipment, to present appropriate store appearance.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the functions of store maintenance.	___	___
2. Maintained merchandise in a clean and orderly manner.	___	___
3. Performed housekeeping duties assigned (i.e., cleaned windows, floors, fixtures, displays, etc.)	___	___
4. Handled equipment carefully.	___	___
5. Maintained assigned equipment (i.e., lights, registers, marking machines, typewriters, etc.).	___	___
6. Followed store maintenance procedures.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Set of cleaning equipment (brooms, mops, pails, vacuum, three-step ladder)
2. Single cabinet unit

Resources:

See bibliography #42, pp. 409-410
#53 (Product/Service Technology)

Duty: PERFORMING BUSINESS OPERATIONS	Duty No. A
	Task No. 3

Task: COMPLETE HOUSEKEEPING RESPONSIBILITIES, using store maintenance procedures and equipment, to present appropriate store appearance.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PERFORMING BUSINESS OPERATIONS	**Duty No.** A
	Task No. 4

Task: USE SAFETY PRECAUTIONS, using store policies and procedures, to prevent accidents/shoplifting.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the types of risk.	___	___
2. Explained routine security precautions.	___	___
3. Cleared aisles.	___	___
4. Handled equipment safely.	___	___
5. Arranged stock to prevent accidents.	___	___
6. Followed store safety precautions.	___	___
7. Assisted others in following store safety precautions.	___	___
8. Explained procedures for handling accidents.	___	___
9. Explained procedures for handling shoplifters.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Alarm system
2. Security mirror and/or camera with monitor
3. Combination safe
4. Store equipment

Resources:

See bibliography #3, pp. 156-159
#23, pp. 61-70
#26, pp. 393-399
#53 (Product/Service Technology)

Duty: PERFORMING BUSINESS OPERATIONS	Duty No. A
	Task No. 4

Task: USE SAFETY PRECAUTIONS, using store policies and procedures, to prevent accidents/shoplifting.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Watch film on safety.	1. Film library, media center, industry, safety program
2. Listen and take notes and participate in activities on fire prevention.	2. Speaker - fire department and fire prevention equipment or plant safety engineer
3. Listen and take notes on use and care of equipment and facilities as presented by speaker.	3. Speaker - plant maintenance supervisor from local company
4. Survey local businesses for accident procedures.	
5. Take first aid instruction.	
6. Identify first aid equipment and know where it is located.	
7. Identify responsibilities to accident victim.	
8. Identify appropriate emergency services in the community.	8. Accident forms and pen
9. Practice filling out accident forms.	9. Accident forms and pen
10. Interview a nurse.	
11. Identify the vital signs.	
12. Identify person who is responsible for first aid.	
13. Obtain speaker from Red Cross, fire department, ect.	13. Guest speaker
14. See film by Red Cross	14. Projector and filmstrip
15. Conduct simulation on CPR.	15. CPR dummy model
16. Role play an accident and then write up procedure on how to handle an accident victim.	16. Pen and paper
17. Obtain a guest speaker on shoplifting	17. Police, store security personnel from Hudson's, Crowley's
18. Show movies on shoplifting i.e., "Sticky Fingers."	18. Education media service, REMC, intermediate district film library, county film library, police departments, Michigan Retailers Assoc., Michigan Federation of Women's Clubs
19. Conduct a simulation of a shoplifting in school store.	19. Set up situation

Duty:	USING COMMUNICATION SKILLS	**Duty No.** B
		Task No. 1

Task: USE PROPER GRAMMAR/VOCABULARY, using a knowledge of effective vocabulary and grammar, to communicate written information to customers/employees/supervisors.

Achievement Indicators: THE LEARNER:	Yes	No
1. Explained the nature of effective written communications.	___	___
2. Used effective technical vocabulary.	___	___
3. Used correct pronunciation and enunciation.	___	___
4. Used correct grammar.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Sign card holder set
2. Sign machine with type set equipment
3. Sign machine bench
4. Ad layout table

Resources:

See bibliography #1, pp. 74-91
#3, pp. 98-105
#53 (Communications)
#60, pp. 84-89

Duty: USING COMMUNICATION SKILLS	Duty No. B
	Task No. 1

Task: USE PROPER GRAMMAR/VOCABULARY, using a knowledge of effective vocabulary and grammar, to communicate written information to customers/employees/supervisors.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Prepare a basic layout of an interoffice memorandum.	1. Secretarial handbook, typing textbook, business communications textbook
2. Complete an interoffice memorandum with information given to you by your instructor.	2. Secretarial handbook, typing textbook, business communications textbook, sample memorandum
3. Prepare an example of an inventory sheet used in a retail business.	3. Blank inventory sheet, information given by instructor
4. Visit a local business and ask for examples of three forms used in that particular business.	4. Local business site, sample forms
5. Prepare store signs.	5. Sign-making equipment

Duty:	USING COMMUNICATION SKILLS	**Duty No.** B
		Task No. 2

Task: ADDRESS PEOPLE in a businesslike manner, using a knowledge of effective habits and voice control, to orally communicate information to customers/employees/supervisors.

Achievement Indicators:	THE LEARNER:	Yes	No
1.	Explained the nature of verbal communications	___	___
2.	Pronounced all names clearly and distinctly.	___	___
3.	Provided information about the people being introduced.	___	___
4.	Maintained eye contact during introductions.	___	___
5.	Followed business protocol.	___	___
6.	Spoke with proper tempo and enthusiasm.	___	___
7.	Spoke with pleasing tone and pitch.	___	___
8.	Spoke with sincerity.	___	___
9.	Spoke with conviction and confidence.	___	___
10.	Used appropriate gestures.	___	___
11.	Spoke with sufficient volume.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Set of AV Equipment (35mm camera, videotape)

Resources:

See bibliography #1, pp. 74-82
#27, p. 30
#53 (Communications)
#60, p. 72

51

Duty: USING COMMUNICATION SKILLS	Duty No. B
	Task No. 2

Task: ADDRESS PEOPLE in a businesslike manner, using a knowledge of effective habits and voice control, to orally communicate information to customers/employees/ supervisors.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Give a DECA officer campaign	1. DECA handbook
2. Critique the effectiveness of a speech according to the achievement indicators.	2. Film on public speaking and achievement indicator form
3. Prepare a speech and present to a small group before presenting it to a larger group. Small groups should critique speech according to the achievement indicators.	3. Lecture stand
4. View one of the three television networks' newscasts at a specified time and be prepared to discuss the critique.	4. Achievement indicator form and television newscast
5. Discuss a current news event article related to business before the class and be evaluated on the presentation.	5. Achievement indicator form and newspaper/magazine
6. Plan a student field trip to observe and evaluate an actual speaker.	6. Achievement indicator form, field trip site and guest speaker
7. Prepare a selected presentation on a career (unknown to audience) using either charades/gestures and/or words. The audience will decide what the career is.	7. Career information sheets or MOIS printout
8. Discuss proper procedures for introducing people.	8. Role-playing script
9. Choose a class member and exchange names, co-op position, past experience, and prepare and present oral introduction to class/in-instructor.	9. Paper and pencil

Duty: USING COMMUNICATION SKILLS	**Duty No.** B
	Task No. 3

Task: USE THE TELEPHONE in a businesslike manner, using effective communication techniques, to complete a telephone conversation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Answered promptly.	___	___
2. Used proper identification and greeting (self, business, affiliation, etc.).	___	___
3. Used cheerful and enthusiastic voice.	___	___
4. Used clear, distinct speech.	___	___
5. Used pleasing tone and pitch.	___	___
6. Used sufficient volume.	___	___
7. Used conviction and confidence in speaking.	___	___
8. Closed the conversation.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Telephone extension
2. Video-tape equipment

Resources:

See bibliography #1, pp. 353-361
#53 (Communications)
#60, pp. 95-102

53

Duty: USING COMMUNICATION SKILLS	Duty No. B
	Task No. 3

Task: USE THE TELEPHONE in a businesslike manner, using effective communication techniques, to complete a telephone conversation.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Invite a telephone salesperson to speak to the class on the topics of telephone sales procedures, types of customers, and how to handle complaints/irate people.	1. Michigan Bell film "How to Lose a Customer Without Really Trying," and guest speakers
2. Use a tele-trainer and have the students role-play demonstrating the proper sales procedures/catalog order taking.	2. Tele-trainer or simulated situation
3. Write a sales script that could be utilized to motivate a consumer to buy over the phone.	3. Paper and pencil

Duty:	USING COMMUNICATION SKILLS	**Duty No.** B
		Task No. 4

Task: LISTEN TO/FOLLOW DIRECTIONS, using listening skills, to complete a task.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the nature of staff communications.	___	___
2. Participated in store meetings.	___	___
3. Listened correctly.	___	___
4. Followed directions.	___	___
5. Identified confidential store information.	___	___
6. Identified types of interdepartmental/company communications.	___	___
7. Explained the nature of staff communications.	___	___
8. Explained the use of interdepartmental/company communications.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Video-tape equipment

Resources:

See bibliography #18, p. 97
#26, pp. 246-247, 256-261
#53 (Communications)
#60, pp. 90-92

55

Duty: USING COMMUNICATION SKILLS	Duty No. B
	Task No. 4

Task: LISTEN TO/FOLLOW DIRECTIONS, using listening skills, to complete a task.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Divide students into teams, whisper directions to the first member of the team and each member, pass these directions by whispering them to another member of the team until all members have received the message. The last person to receive this message must verbally relay the message to the entire group.	1. Several teacher prepared messages
2. Use the index of the text-book, find the page number of where the steps in a sale are located, and then replace book to where it was originally.	2. Textbooks on sales, retailing etc.
3. Place students in pairs back to back; one student has paper and pencil and the other has an object. The person with the object describes it to the person with the paper and pencil who must draw it from the directions given.	3. Paper, pencil and teacher-obtained objects

Duty: PERFORMING CREDIT ACTIVITIES	**Duty No.** C
	Task No. 1

Task: FACILITATE CREDIT APPLICATIONS, using retail credit and store policy, to assist the customer in completing the appropriate credit form.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the nature and scope of finance.	___	___
2. Identified purpose and importance of retail credit.	___	___
3. Told customer advantages of credit purchases.	___	___
4. Answered customer's questions.	___	___
5. Assisted customer, if necessary, in completing application.	___	___
6. Explained credit plan information.	___	___
7. Explained charge account agreement.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Charge card imprinter

Resources:

See bibliography #3, pp. 388-415
#42, pp. 147-158
#53 (Communications)

Duty: PERFORMING CREDIT ACTIVITIES	Duty No. C
	Task No. 1

Task: FACILITATE CREDIT APPLICATIONS, using retail credit and store policy, to assist the customer in completing the appropriate credit form.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Interview local retail store, bank, or credit manager to obtain information regarding uses of credit to increase sales.	1. Prepared questionnaire and/or cassette tape recorder
2. Observe a retail credit film and role play a credit sales transaction demonstrating proper credit plan for the situation.	2. Film, 16mm projector, screen, props, and forms as needed

58

Duty:	USING ECONOMIC FUNDAMENTALS	**Duty No.** D
		Task No. 1

Task: EXPLAIN THE CONCEPT OF ECONOMICS, using a knowledge of economics, to define the importance of economics and identify economic activities.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified the three (3) questions each society/country must answer: - what will be produced - who will produce product/service - how will product/service be distributed.	___	___
2. Defined economics.	___	___
3. Identified economic systems.	___	___
4. Identified economic activities.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15,(EM Lap 1)
#19
#40, pp. 1-63
#42, pp. 20-29
#53 (Economics)

59

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 1

Task: EXPLAIN THE CONCEPT OF ECONOMICS, using a knowledge of economics, to define the importance of economics and identify economic activities.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 2

Task: EXPLAIN ECONOMIC GOODS AND SERVICES, using a knowledge of economic principles, to describe consumer purchase behavior and motivation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained "economic goods" and "services."	___	___
2. Identified "consumer" and "capital" economic goods and services.	___	___
3. Described human motivation to purchase goods and services.	___	___
4. Explained human needs and wants.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #2, pp. 41-46
#15 (EM Lap 2)
#40, p. 18

61

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 2

Task: EXPLAIN ECONOMIC GOODS AND SERVICES, using a knowledge of economic principles, to describe consumer purchase behavior and motivation.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 3

Task: EXPLAIN ECONOMIC RESOURCES, using a knowledge of land, labor and capital, to describe the relationship of economic resources to profits.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified major types of economic resources.	___	___
2. Listed examples of each economic resource.	___	___
3. Described the relationship of economic resources to profits.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:
See bibliography #15 (EM Lap 4)
#19
#36
#39, pp. 1-3
#53 (Economics)

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 3

Task: EXPLAIN ECONOMIC RESOURCES, using a knowledge of land, labor and capital, to describe the relationship of economic resources to profits.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty:	USING ECONOMIC FUNDAMENTALS	**Duty No.** D
		Task No. 4

Task: EXPLAIN PRODUCT UTILITY, using a knowledge of form, time, place and possession, to describe product usefulness.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained "product utility."	___	___
2. Identified "form utility."	___	___
3. Identified "time utility."	___	___
4. Identified "place utility."	___	___
5. Identified "possession utility."	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15 (EM Lap 3)
#25, pp. 23-25
#42, p. 12
#53 (Economics)

65

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 4

Task: EXPLAIN PRODUCT UTILITY, using a knowledge of form, time, place and possession, to describe product usefulness.

LEARNING ACTIVITIES	RESOURCES NEEDED

66

Duty:	USING ECONOMIC FUNDAMENTALS	**Duty No.** D
		Task No. 5

Task: EXPLAIN THE CONCEPT OF SUPPLY AND DEMAND, using a knowledge of economic principles, to identify the ability and desire of customers to buy products/services and companies to supply products/services.

Achievement Indicators: THE LEARNER:	Yes	No
1. Explained "supply" and "demand."	___	___
2. Explained interaction between supply and demand.	___	___
3. Explained buyer's market.	___	___
4. Explained seller's market.	___	___
5. Identified factors which influence supply and demand.	___	___
6. Explained the concept of productivity.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15 (EM Lap 10)
#21, pp. 142-153
#25, pp. pp. 288-290
#36
#39, pp. 63-76
#53 (Economics)

67

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 5

Task: EXPLAIN THE CONCEPT OF SUPPLY AND DEMAND, using a knowledge of economic principles, to identify the ability and desire of customers to buy products/services and companies to supply products/services.

LEARNING ACTIVITIES	RESOURCES NEEDED

68

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 6

Task: EXPLAIN MARKET PRICE, using a knowledge of economic factors, to explain buyer behavior.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained "market price."	___	___
2. Identified factors that influence the price a buyer is willing to pay for a product or service.	___	___
3. Identified factors that influence the amount a seller is willing to accept for a product or service.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15 (EM Lap 9)
#36
#40, pp. 64-80
#53 (Economics)

69

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 6

Task: EXPLAIN MARKET PRICE, using a knowledge of economic factors, to explain buyer behavior.

LEARNING ACTIVITIES	RESOURCES NEEDED

70

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 7

Task: EXPLAIN ECONOMIC SYSTEMS, using a knowledge of economic principles, to explain the private enterprise system and business ownership.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Defined private enterprise.	___	___
2. Identified types of business ownership.	___	___
3. Described capitalistic economic system.	___	___
4. Described socialistic economic system.	___	___
5. Described communistic economic system.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15 (EM Lap 15)
#19
#21, pp. 457-472
#53 (Economics)

71

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 7

Task: EXPLAIN ECONOMIC SYSTEMS, using a knowledge of economic principles, to explain the private enterprise system and business ownership.

LEARNING ACTIVITIES	RESOURCES NEEDED

72

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 8

Task: EXPLAIN THE RELATIONSHIP OF GOVERNMENT AND BUSINESS, using a knowledge of the free enterprise system, to explain government regulation of business.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained economic freedoms.	___	___
2. Described methods of government regulations.	___	___
3. Explained reasons for government regulations.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #15 (EM Lap 16)
#19, pp. 35-36
#40, pp. 399-416
#53 (Economics)

73

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 8

Task: EXPLAIN THE RELATIONSHIP OF GOVERNMENT AND BUSINESS, using a knowledge of the free enterprise system, to explain government regulation of business.

LEARNING ACTIVITIES	RESOURCES NEEDED

74

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 9

Task: EXPLAIN PROFIT, using a knowledge of business income and expenses, to describe the incentive behind the free enterprise system.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified sources of income to a business.	___	___
2. Identified types of expenses: - cost of goods sold - operating expenses.	___	___
3. Explained types of profit: - gross profit - net profit	___	___
4. Explained the importance/use of profit.	___	___
5. Identified typical profit percentage of business/corporations.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #2, pp. 84-94,
#15 (EM Lap 7)
#19, pp. 30-34
#40, pp. 81-86
#42, pp. 479-487
#53 (Economics)
#61, pp. 179-188

75

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 9

Task: EXPLAIN PROFIT, using a knowledge of business income and expenses, to describe the incentive behind the free enterprise system.

LEARNING ACTIVITIES	RESOURCES NEEDED

76

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 10

Task: EXPLAIN BUSINESS RISKS, using a knowledge of business operations, to identify potential business losses.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained business risks.	___	___
2. Identified insurable risks.	___	___
3. Identified uninsurable risks.	___	___
4. Explained purpose of insurance in relation to business risks.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #14
#15
#53 (Economics)

77

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 10

Task: EXPLAIN BUSINESS RISKS, using a knowledge of business operations, to identify potential business losses.

LEARNING ACTIVITIES	RESOURCES NEEDED

78

Duty: USING ECONOMIC FUNDAMENTALS	**Duty No.** D
	Task No. 11

Task: EXPLAIN COMPETITION, using a knowledge of economic principles, to identify the effect of competition on buyers and sellers.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained competition.	___	___
2. Identified effects of competition on buyers and sellers.	___	___
3. Explained importance of competition to the free enterprise system.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #14
#15 (EM Lap 11)
#19, pp. 26-27
#25, pp. 101, 290-292
#53 (Economics)

79

Duty: USING ECONOMIC FUNDAMENTALS	Duty No. D
	Task No. 11

Task: EXPLAIN COMPETITION, using a knowledge of economic principles, to identify the effect of competition on buyers and sellers.

LEARNING ACTIVITIES	RESOURCES NEEDED

80

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 1

Task: INVESTIGATE EMPLOYMENT INFORMATION, using sources of employment information, to identify employment opportunities.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Developed a list of the prime sources of information concerning opportunities for employment.	___	___
2. Described special procedures, if any, required to utilize services, information, etc.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

81

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 1

Task: INVESTIGATE EMPLOYMENT INFORMATION, using sources of employment information, to identify employment opportunities.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 2

Task: IDENTIFY JOB REQUIREMENTS, using health, physical, legal, educational, and other occupational information, to determine the requirements of an occupation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listed the significant requirements (health, physical, legal, education, etc.) of the appropriate occupation.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
1. MOIS System	See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 2

Task: IDENTIFY JOB REQUIREMENTS, using health, physical, legal, educational, and other occupational information, to determine the requirements of an occupation.

LEARNING ACTIVITIES	RESOURCES NEEDED

84

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 3

Task: ACQUIRE WAGE INFORMATION, using available resources, to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation.	___	___
2. Compared these wages and fringe benefits with other selected occupations.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

85

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 3

Task: ACQUIRE WAGE INFORMATION, using available resources, to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Research entry wages, general wage range and significant fringe benefits by locating them in the Occupational Outlook Handbook.	1. Occupatioanl Outlook Handbook, U.S. Government DOT classifications, U.S. Government
2. Interview a personnel representative from the area of their choice to determine wage level and fringe benefits (students could possibly be grouped by interest area to eliminate duplication).	2. Questionnaire prepared by students to interview a personnel representative (interview could be videotaped)
3. List and describe at least four fringe benefits available in the area of their career interest.	3. MOIS computer services

86

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 4

Task: IDENTIFY SIGNIFICANT NON-WAGE JOB CHARACTERISTICS, using available resources, to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listed and described the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.).	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

87

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 4

Task: IDENTIFY SIGNIFICANT NON-WAGE JOB CHARACTERISTICS, using available resources, to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Identify starting time for a standard three-shift operation. 2. List several unions that employees in the school district might belong to. 3. List unions, employees within the area are involved with. 4. Interview a person. 5. Access the MOIS system for careers. 6. Have co-op students bring in employer and interview him/her. 7. Contact local union and have them bring in a copy of Master Agreement. 8. Secure employee manuals from various members (students). 9. Write an employee manual of SOP'S. 10. Describe apprenticeship programs available in your particular county. 11. Visit several retail operations asking employers' dress requirements, safety, health, ect.	

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 5

Task: EXPLORE EMPLOYMENT OPPORTUNITIES, using available resources, to describe local, regional, and national employment opportunities for an occupation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Described the local, regional, and national employment opportunities for the appropriate occupation.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

89

Duty:	USING EMPLOYABILITY SKILLS	Duty No. E
		Task No. 5

Task: EXPLORE EMPLOYMENT OPPORTUNITIES, using available resources, to describe local, regional, and national employment opportunities for an occupation.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Research four (4) of the following: MOIS, DOT, MOCC, MESA, local newspapers, college placement ads, previous students, trade journals, federal register, skill center files, unions, federal service publications, IDECC.	1. MOIS micofiche or terminal, newspapers, DOT manuals, trade journals, placement bulletins, service publications Equipment: phone, copier, reader

30

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 6

Task: ANALYZE CAREER LADDER, using available resources, to describe job progression in an occupation.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Described the career ladder associated with the appropriate occupational area.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

91

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 6

Task: ANALYZE CAREER LADDER, using available resources, to describe job progression in an occupation.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Take a career interest survey. 2. Interview people who are working in chosen occupations.	1. MOIS, OVIS, Strong Interest inventory instruments 2. Employees

92

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 7

Task: IDENTIFY PERSONAL CRITERIA, using a decision-making situation and procedures and skills in decision-making, to choose a job, further training or other alternatives.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Compared personal criteria with information about a job, further training or other alternatives.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
1. MOIS System	See bibliography #53 (Communications)

93

Duty:	USING EMPLOYABILITY SKILLS	Duty No. E
		Task No. 7

Task: IDENTIFY PERSONAL CRITERIA, using a decision-making situation and procedures and skills in decision-making, to choose a job, further training or other alternatives.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. List own criteria of personal goals concerning future occupations.	1. Worksheet
2. Bid through an auction on the values from work.	2. Toy money
3. Complete a values inventory checklist.	3. List of work values
4. Complete a MOIS structural search.	4. MOIS
5. Submit reports concerning career choices.	5. Dictionary of Occupational Titles
6. Role-play career choices and explain the advantages and disadvantages to other students.	6. Case-study
7. Contact guest speakers in respective career choices for classroom presentation.	7. Guest speakers

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 8

Task: PREPARE A RESUME, using personal information, to apply for a job according to a situation where a job application is necessary.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Prepared a resume.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Typewriters
2. Microcomputer with printer

Resources:

See bibliography #53 (Communications)

95

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 8

Task: PREPARE A RESUME, using personal information, to apply for a job according to a situation where a job application is necessary.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Make a list of: a. past and present work experience b. hobbies and interests c. community activities or memberships d. in-school activities or memberships e. awards/position or office accomplishments 2. Identify at least three adult references with proper names, addresses, occuapations, and phone number. 3. Complete a personal data sheet--name, address, phone number, social security number. 4. Design a personal data sheet or resume. List or identify the rationale why these areas are important to interviewer and position.	1. Telephone books (yellow and white pages), dictionary

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 9

Task: WRITE A LETTER OF APPLICATION, using personal notes, to apply/inquire about a job.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Wrote a letter of application/inquiry.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Typewriter
2. Microcomputer with printer

Resources:

See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 9

Task: WRITE A LETTER OF APPLICATION, using personal notes, to apply/inquire about a job.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Write a personal resume.	1. "How to Find and Apply for a job," Southwestern textbook
2. Write a letter of application after using job-getting sources to locate a job--newspapers, radio, MESC.	2. Newspaper, MESC, private agencies, other publication agencies.

98

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 10

Task: COMPLETE A JOB APPLICATION, using personal notes, to apply for a job.

Achievement Indicators: THE LEARNER:	Yes	No
1. Completed a job application.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
1. Typewriter	See bibliography #53 (Communications)

Duty:	USING EMPLOYABILITY SKILLS	Duty No.	E
		Task No.	10

Task: COMPLETE A JOB APPLICATION, using personal notes, to apply for a job.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Complete several job application forms. 2. Obtain necessary information to complete a job application form (social security number, driver's license, references, etc.).	1. Company application 2. Pens, overhead projector for instruction

100

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 11 .

Task: DEMONSTRATE APPROPRIATE DRESS, using a knowledge of job requirements, to comply with standards of on-the-job dress and grooming.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. Grooming	___	___
b. Required health and safety equipment	___	___
c. Uniforms	___	___
d. Other _____	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Communications)

101

Duty:	USING EMPLOYABILITY SKILLS	Duty No. E
		Task No. 11

Task: DEMONSTRATE APPROPRIATE DRESS, using a knowledge of job requirements, to comply with standards of on-the-job dress and grooming.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Send a student to a desired store and observe the dress mode of personnel and/or interview personnel director	1. Personnel policies
2. Discuss various dress standards that are acceptable based upon their observations and experience with personnel directors.	2. Observation and interviews
3. Invite personnel director to speak to class about acceptable standards.	3. Personnel directors
4. Take a small group of students to a store to coordinate a desired wardrobe that would be acceptable in the working world.	4. Field trip
5. Role play various situations that demonstrate acceptable and unacceptable grooming techniques.	5. Students and role-playing situations
6. Demonstrate acceptable grooming standards and unacceptable grooming standards by taking pictures.	6. Camera

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 12

Task: COMPLETE A JOB INTERVIEW, using communication and interpersonal skills, to become employed.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Described and/or demonstrated appropriate characteristics for job applications including:		
a. Attire	___	___
b. Grooming	___	___
c. Conduct during the interview.	___	___
2. Described and/or demonstrated the interview process.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Video-tape equipment

Resources:

See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 12

Task: COMPLETE A JOB INTERVIEW, using communication and interpersonal skills, to become employed.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 13

Task: DESCRIBE PERSONAL CRITERIA, using references, to identify acceptable job offers.

Achievement Indicators:	THE LEARNER:	Yes	No
1.	Listed personal criteria (financial, social, etc.) which described a job offer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 13

Task: DESCRIBE PERSONAL CRITERIA, using references, to identify acceptable job offers.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Take a vocational interest survey.	1. OVIS, Strong, MOIS survey
2. Use the MOIS search survey.	2. Microfiche, MOIS Forms, scan sheets, computer terminal
3. Take the General Aptitude Test Battery (GATB).	3. Test forms
4. Use any previously developed information regarding career choices.	4. Assignments, reports from other sources
5. Take an Armed Forces Vocational Aptitude Inventory.	5. Test form

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 14

Task: DEMONSTRATE INTERPERSONAL SKILLS, using a work/role-playing situation, to achieve successful relationships with others.

Achievement Indicators: THE LEARNER:	Yes	No
1. Identified probable causes for conflicts and at least one possible action to relieve the conflict.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 14

Task: DEMONSTRATE INTERPERSONAL SKILLS, using a work/role-playing situation, to achieve successful relationships with others.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Use role-playing situations and case studies	1. Materials provided by instructor

Duty: USING EMPLOYABILITY SKILLS.	**Duty No.** E
	Task No. 15

Task: IDENTIFY SOURCES OF CONTINUING EDUCATION FOR AN OCCUPATION, using available resources, to identify career ladder alternatives.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. MOIS System

Resources:

See bibliography #53 (Communications)

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 15

Task: IDENTIFY SOURCES OF CONTINUING EDUCATION FOR AN OCCUPATION, using available resources, to identify career ladder alternatives.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Write a letter to an approved MOIS resource asking for information on their continuing education for the students' occupational area (MOIS information available from the local intermediate school district.)	1. MOIS System
2. Interview an individual in the students' occupational area	3. Interview form approved by instructor--topic areas: a. educational background b. work experience needed c. benefits d. responsibilities e. advancement Pen and pencil

Duty: USING EMPLOYABILITY SKILLS	**Duty No.** E
	Task No. 16

Task: DESCRIBE JOB TERMINATION PROCEDURES, using a knowledge of the occupational area, to leave a particular job.

Achievement Indicators: THE LEARNER:	Yes	No
1. Described procedures and practices for terminating a job.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Communications)

111

Duty: USING EMPLOYABILITY SKILLS	Duty No. E
	Task No. 16

Task: DESCRIBE JOB TERMINATION PROCEDURES, using a knowledge of the occupational area, to leave a particular job.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Role playing right and wrong job termination procedures.	1. Fact sheet of situation(s)
2. Demonstrate correct procedures for: a. letter of termination b. exit interview c. letter of recommendation d. timeline, advance notice e. final settlements (what to do if student is not satisfied) Example: retirement, physical injury, social security benefits	2. Texts, workbooks, store handbooks (school and retailer), sample letters, "The World of Work"
3. Guest speaker	3. Personnel director

112

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 1

Task: DISPLAY POSITIVE PERSONALITY TRAITS, using human relations training, to work cooperatively with others while on the job.

Achievement Indicators: THE LEARNER:	Yes	No
1. Worked cooperatively with other employees, supervisors, and management to help maintain a pleasant working environment and completed assignments on schedule.	___	___
2. Arrived in plenty of time to prepare for assigned duties; always gave advance notice of absences.	___	___
3. Demonstrated the attitude that the worker's satisfactory job performance included not only what he/she did but also how he/she influenced and impressed other people.	___	___
4. Accepted work criticism and was accountable to persons responsible for direction and supervision.	___	___
5. Planned and utilized time allotted to produce maximum production with minimum of supervision.	___	___
6. Persisted in completing a job or solving a problem.	___	___
7. Performed needed tasks without special orders or instructions.	___	___
8. Demonstrated enthusiasm about the job and the opportunities for self-improvement and advancement.	___	___
9. Dressed neatly, cleanly and appropriately.	___	___
10. Respected the rights and property of others.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #26, pp. 19-20
#31 (HR Lap 10)
#53 (Human Relations)

113

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 1

Task: DISPLAY POSITIVE PERSONALITY TRAITS, using human relations training, to work cooperatively with others while on the job.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Read assignments on employability skills, group dynamics, time management, etc.	1. Textbooks and IDECC materials
2. Compile list of positive personality traits.	2. Paper and pencil (IDECC, textbooks)
3. Complete personality inventory and analyze it. Write goals directed toward increasing one's positive personality traits.	3. Personality inventories and materials needed for scoring and interpretation
4. Keep a log of behavior in the classroom, on-the-job and outside of formal learning environments for one week. List positive personality traits and those that need improvement.	4. Spiral notebook or tablet and pencil
5. Complete self-evaluation form on behaviors used in a problem-solving situation.	5. Self-evaluation tool
6. Critique a job interview, presentation or group activity for positive personality traits and areas to improve.	6. Recorded session, tape player, evaluation tool, etc.
7. Give presentation to a group demonstrating behaviors giving a positive first impression. Role play a situation in which a student is being criticized constructively by "supervisor."	7. Role-playing situation or case study
8. Elicit from an employer or personnel director "real life" problems on the job involving communication and resolutions for these problems. Present at least one in a group discussion in the classroom.	8. Tape recorder, guest speaker

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 2

Task: MAINTAIN APPROPRIATE PERSONAL APPEARANCE, using human relations techniques, to create appropriate/effective impressions in the work environment.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Displayed health and grooming standards appropriate to the occupational area.	___	___
2. Dressed appropriately for the occupational area.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #31 (HR Lap 13)
#53 (Human Relations)

115

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 2

Task: MAINTAIN APPROPRIATE PERSONAL APPEARANCE, using human relations techniques, to create appropriate/effective impressions in the work environment.

LEARNING ACTIVITIES	RESOURCES NEEDED

116

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 3

Task: MAINTAIN A POSITIVE ATTITUDE, using human relations techniques, to maximize the outcomes of work setting situations.

Achievement Indicators: THE LEARNER:	Yes	No
1. Displayed a positive attitude toward:		
a. work	___	___
b. the company	___	___
c. customers	___	___
d. co-workers	___	___
e. supervisors	___	___
2. Kept a positive attitude under pressure.	___	___
3. Displayed a positive attitude toward the attainment/improvement of personality traits needed for success in business.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #26, pp. 335-338, #31 (HR Lap 11) #42, pp. 531-532 #53 (Human Relations)

117

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 3

Task: MAINTAIN A POSITIVE ATTITUDE, Using human relations techniques, to maximize the outcomes of work setting situations.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 4

Task: DEMONSTRATE INTEREST/ENTHUSIASM, using human relations techniques, to create a positive atmosphere in the work environment.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Assumed an enthusiastic approach in dealing with customers/co-workers and supervisors.	___	___
2. Approached routine assignments with zest.	___	___
3. Handled problems/difficult tasks with an optimistic "can do" approach.	___	___
4. Listened attentively to customers/co-workers and supervisors.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #1, pp. 63-64
#26, pp. 296-301
#31 (HR Lap 20)
#53 (Human Relations)

119

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 4

Task: DEMONSTRATE INTEREST/ENTHUSIASM, using human relations techniques, to create a positive atmosphere in the work environment.

LEARNING ACTIVITIES	RESOURCES NEEDED

120

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 5

Task: DEMONSTRATE RESPONSIBLE BEHAVIOR, using human relations techniques, to complete a work assignment.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Displayed dependability in attendance.	___	___
2. Displayed dependability in carrying out work assignments.	___	___
3. Assumed accountability.	___	___
4. Sought increased responsibility.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Time clock with card rack

Resources:

See bibliography #23, pp. 124-126
#26, pp. 376-385
#30 (HR Lap 5)
#53 (Human Relations)

121

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 5

Task: DEMONSTRATE RESPONSIBLE BEHAVIOR, Using human relations techniques, to complete a work assignment.

LEARNING ACTIVITIES	RESOURCES NEEDED

122

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 6

Task: DEMONSTRATE HONESTY/INTEGRITY, using human relations techniques, to earn the confidence and respect of others.

Achievement Indicators: THE LEARNER:	Yes	No
1. Maintained accurate time/stock records.	___	___
2. Respected company ownership and refrained from misuse of merchandise, supplies and property.	___	___
3. Handled company funds in an accurate and forthright manner.	___	___
4. Dealt honestly with customers, co-workers and supervisors.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #31 (HR Lap 19) #53 (Human Relations)

123

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 6

Task: DEMONSTRATE HONESTY/INTEGRITY, Using human relations techniques, to earn the confidence and respect of others.

LEARNING ACTIVITIES	RESOURCES NEEDED

124

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 7

Task: DEMONSTRATE ORDERLY/SYSTEMATIC BEHAVIOR, using human relations techniques, to work cooperatively with others.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Conducted himself/herself in a manner consistent with accepted standards in the work setting.	___	___
2. Respected the rights and property of others.	___	___
3. Refrained from disruptive behaviors.	___	___
4. Behaved in an exemplary manner.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #26, pp. 378-380, 19-20
#30 (HR Lap 4)

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 7

Task: DEMONSTRATE ORDERLY/SYSTEMATIC BEHAVIOR, Using human relations techniques, to work cooperatively with others.

LEARNING ACTIVITIES	RESOURCES NEEDED

126

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 8

Task: DEMONSTRATE INITIATIVE, using a positive attitude, to work effectively in the job setting.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Performed needed tasks without special orders or instructions.	___	___
2. Provided assistance to co-workers and supervisors, without being requested to do so, when circumstances indicated the need.	___	___
3. Sought additional assignments when work was completed.	___	___

Criteria: Competence in the task wil be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #3, pp. 92-97,
#26, pp. 381-382
#31 (HR Lap 14)
#53 (Human Relations)

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 8

Task: DEMONSTRATE INITIATIVE, Using a positive attitude, to work effectively in the job setting.

LEARNING ACTIVITIES	RESOURCES NEEDED

128

Duty: APPLYING HUMAN RELATION SKILLS	**Duty No.** F
	Task No. 9

Task: DEMONSTRATE SELF-CONTROL, using human relations techniques, to work cooperatively with others while on the job.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Maintained an objective point of view in a conflict situation.	___	___
2. Exercised self-control while interacting with others.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #3, pp. 92-113
#28, pp.70-76
#31 HR Lap 18)
#38, pp. 88-97
#53 (Human Relations)

129

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 9

Task: DEMONSTRATE SELF-CONTROL, using human relations techniques, to work cooperatively with others while on the job.

LEARNING ACTIVITIES	RESOURCES NEEDED

130

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 10

Task: USE FEEDBACK, using human relations techniques, for personal growth and development.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Made the individual feel or appear important by using the person's name correctly in conversations.	___	___
2. Gave praise and credit for a job well done.	___	___
3. Explained the concept of self-understanding.	___	___
4. Explained the concept of self-esteem.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #30 (HR Laps 2, 3)
#31 (HR Lap 12)
#53 (Human Relations)

131

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 10

Task: USE FEEDBACK, using human relations techniques, for personal growth and development.

LEARNING ACTIVITIES	RESOURCES NEEDED

132

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 11

Task: ADJUST TO CHANGE, using human relations techniques, to accomplish the goals of the business.

Achievement Indicators: THE LEARNER:	Yes	No
1. Described the impact of change on workers.	___	___
2. Explained why people tend to resist change.	___	___
3. Coped with change in an effective manner.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #30 (HR Lap 8)

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 11

Task: ADJUST TO CHANGE, using human relations techniques, to accomplish the goal of the business.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Complete a case study. 2. Prepare a written communication to improve individual performance within a school store or actual organization.	1. Teacher prepared case study 2. Suggestion box, school store, store memos

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 12

Task: SET PERSONAL GOALS, using self-understanding, to achieve success in career interest area.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified a plan for long-range goal accomplishment.	___	___
2. Developed a daily "to do" list.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #26, pp. 52-54
#30 (HR Lap 6, 7)
#42, pp. 142, 425
#53 (Human Relations)

135

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 12

Task: SET PERSONAL GOALS, Using self-understanding, to achieve success in career interest area.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 13

Task: FOSTER POSITIVE WORKING RELATIONSHIPS, using human relations techniques, to promote a good working environment.

Achievement Indicators: THE LEARNER:	Yes	No
1. Worked cooperatively with other employees, supervisors, and management to help maintain a pleasant working environment.	___	___
2. Accepted and was accountable to persons responsible for direction and supervision.	___	___
3. Accepted constructive criticism.	___	___
4. Respected the rights and property of others.	___	___
5. Demonstrated enthusiasm about the job and the opportunities for self-improvement and advancement.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #30 (HR Lap 1, 9) #53 (Human Relations)

137

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 13

Task: FOSTER POSITIVE WORKING RELATIONSHIPS, using human relations techniques, to promote a good working environment.

LEARNING ACTIVITIES	RESOURCES NEEDED

138

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 14

Task: HANDLE CUSTOMER INQUIRIES for information about the business, using communication techniques, store policies, and knowledge of store layout, to provide customer assistance.

Achievement Indicators: THE LEARNER:	Yes	No
1. Informed customers of the location of merchandise or departments within the store.	___	___
2. Answered customers' questions regarding store policies.	___	___
3. Used effective verbal communication techniques.	___	___
4. Explained the nature of positive customer/client relations.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #13, pp. 135-136,
#42, p. 354
#53 (Human Relations)

139

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 14

Task: HANDLE CUSTOMER INQUIRIES for information about the business, using communication techniques, store policies, and knowledge of store layout, to provide customer assistance.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. List several questions that customers ask. Role-play giving directions to customers.	1. Shopping center or mall layout map, store directory or layout map
2. List all the questions that customers ask in regard to store policies. Role-play answering typical customer questions regarding store policies.	2. List of customer questions, collection of store policy manuals, collection of store employee training materials
3. Write a policy book for school store or simulated store situation.	3. Sample policy handbooks
4. List traits that could be annoying to customers.	4. Paper and pencil
5. Role-play negative and positive verbal communication techniques in answering customer questions.	5. Video-tape
6. Role-play giving directions orally or on taped cassette on how to find a person, place or thing within school; then have students follow these directions.	6. Video-tape and cassette player
7. Role-play accepting returned merchandise when customer is critical of store policy.	7. Video-tape recorder, case problem

140

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 15

Task: DIRECT CUSTOMERS/CLIENTS TO OTHER LOCATIONS WITHIN THE STORE, using a knowledge of store services, merchandise and facilities, to respond to customers' needs.

Achievement Indicators: THE LEARNER:	Yes	No
1. Selected appropriate customer services, facilities, or merchandise.	___	___
2. Explained location of services, facilities or merchandise accurately.	___	___
3. Suggested alternate facilities, services or merchandise.	___	___
4. Explained the nature of positive customer/client working relationships.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Human Relations)

141

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 15

Task: DIRECT CUSTOMERS/CLIENTS TO OTHER LOCATIONS WITHIN THE STORE, using a knowledge of store services, merchandise and facilities, to respond to customers' needs.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Identify the store customers' services by placing a checkmark by the appropriate statement.	1. List of services and non-services
2. Interview store manager and make a list of customer services.	2. Paper and pen, store manager
3. Interview store manager and make a list of customer services and a diagram of the store and indicate on the diagram the location of the customer service.	3. Paper, pen and ruler, store manager
4. Write out the directions and an explanation of the customer services of a given store.	4. Store policy handbook

142

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 16

Task: SHOW EMPATHY, using human relations techniques, to improve personal relationships in a work setting.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Showed respect for the rights of others.	___	___
2. Treated other persons with respect.	___	___
3. Shared similar situations and events from his/her own experience.	___	___
4. Offered assistance, when appropriate.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #32 (HR Lap 17)
#53 (Human Relations)

143

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 16

Task: SHOW EMPATHY, using human relations techniques, to improve personal relationships in a work setting.

LEARNING ACTIVITIES	RESOURCES NEEDED

144

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 17

Task: USE APPROPRIATE ASSERTIVENESS, using human relations techniques, to improve mutual respect and understanding in the work setting.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified passive, aggressive and assertive behavior.	___	___
2. Described specific forms of assertive behavior (verbal and non-verbal).	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #32 (HR Lap 16)

145

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 17

Task: USE APPROPRIATE ASSERTIVENESS, using human relations techniques, to improve mutual respect and understanding in the work setting.

LEARNING ACTIVITIES	RESOURCES NEEDED

146

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 18

Task: HANDLE DIFFICULT CUSTOMERS, using communication techniques, store policies and procedures, to satisfy the customer.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Defined "difficult customer."	___	___
2. Listed and described the types of difficult customers.	___	___
3. Followed store policies and procedures to handle a variety of customer situations:		
a. Remained calm and courteous	___	___
b. Listened	___	___
c. Was understanding	___	___
d. Did not avoid help.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #33 (HR Lap 21)
#42, pp. 399-402
#53 (Human Relations)

147

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 18

Task: HANDLE DIFFICULT CUSTOMERS, using communication techniques, store policies and procedures, to satisfy the customer.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 19

Task: INTERPRET BUSINESS POLICIES to customers/clients, using established store policies and procedures, to respond to customer's request.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listed the types of store service policies.	___	___
2. Listed delivery policies.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #34, pp. 229-252
#53 (Human Relations)

149

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 19

Task: INTERPRET BUSINESS POLICIES to customers/clients, using established store policies and procedures, to respond to customer's request.

LEARNING ACTIVITIES	RESOURCES NEEDED

150

Duty: APPLYING HUMAN RELATIONS SKILLS	**Duty No.** F
	Task No. 20

Task: HANDLE CUSTOMER/CLIENT COMPLAINTS, using store policies and procedures, to satisfy customer needs.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listened to determine the reason for the complaint.	___	___
2. Restated the complaint.	___	___
3. Investigated the problem.	___	___
4. Explained the store policy.	___	___
5. Took action to satisfy the customer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Video-tape equipment

Resources:

See bibliography #1, pp. 463-465,
#12, pp. 348-349
#53 (Human Relations)
#58 (SE Lap 106)

151

Duty: APPLYING HUMAN RELATIONS SKILLS	Duty No. F
	Task No. 20

Task: HANDLE CUSTOMER/CLIENT COMPLAINTS, using store policies and procedures, to satisfy customer needs.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MANAGEMENT SKILLS	**Duty No.** G
	Task No. 1

Task: ORIENT NEW EMPLOYEES, using a knowledge of store policies and procedures, to acquaint employees with the merchandise, department or store.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Introduced new employees to others.	___	___
2. Explained store policies and procedures.	___	___
3. Explained departmental merchandise.	___	___
4. Used training methods such as telling, showing and demonstrating.	___	___
5. Demonstrated supportive attitude.	___	___
6. Assisted new employees in completing duties.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Video-tape equipment

Resources:

See bibliography #25, pp. 486-489
#53 (Product/Service Technology)

153

Duty: USING MANAGEMENT SKILLS	Duty No. G
	Task No. 1

Task: ORIENT NEW EMPLOYEES, using a knowledge of store policies and procedures, to acquaint employees with the merchandise, department or store.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Role play a situation and initiate the relationship between the new employee and his or her position.	1. Case study
2. Take a sample store policy handbook (local store) and explain needs and requirements for specific policies and procedures.	2. Local store policy handbook
3. Identify ten different departments and match 40 pieces of merchandise to the department in which it belongs.	3. Piece of retail equipment, i.e., cash register
4. Explain the functions of an equipment item.	4. Piece of retail equipment, i.e., cash register
5. Role play a situation using a favorable "retail" attitude and an unfavorable "retail" attitude.	5. Written and demonstrated case problems (teacher made)
6. Explain a list of tasks to fellow students.	6. Instruction sheet

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 1

Task: EXPLAIN THE FUNCTIONS OF BUSINESS, using a knowledge of general business principles, to identify business activities.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the functions of business.	___	___
2. Identified business activities:		
a. management	___	___
b. production	___	___
c. accounting/finance	___	___
d. administration	___	___
3. Identified types of ownership.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #2, pp. 192-202
#15 (EM Lap 17)
#40, pp. 293-307
#53 (Economics)

155

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 1

Task: EXPLAIN THE FUNCTIONS OF BUSINESS, Using a knowledge of general business principles, to identify business activities.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 2

Task: EXPLAIN MARKETING, using a knowledge of marketing principles, to identify the importance of marketing to the economy.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained marketing.	___	___
2. Explained "marketing concept."	___	___
3. Explained marketing's service function.	___	___
4. Identified importance of marketing.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #7
#15 (EM Lap 5)
#25, pp. 1-25
#34, pp. 1-48
#53 (Marketing)

157

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 2

Task: EXPLAIN MARKETING, Using a knowledge of marketing principles, to identify the importance of marketing to the economy.

LEARNING ACTIVITIES	RESOURCES NEEDED

158

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 3

Task: EXPLAIN THE RELATIONSHIP OF BUSINESS/SOCIETY, using a knowledge of marketing principles, to identify the effects of business on society.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained ways that business serves society.	___	___
2. Identified business effects on society.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #2, pp. 191-254,
#16 (EM Lap 1)
#19
#40, pp. 293-309
#53 (Economics)

Duty:	USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
		Task No. 3

Task: EXPLAIN THE RELATIONSHIP OF BUSINESS/SOCIETY, using a knowledge of marketing principles, to identify the effects of business on society.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 4

Task: EXPLAIN MARKETING FUNCTIONS, using a knowledge of marketing principles, to explain successful business performance.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Defined "marketing functions."	___	___
2. Described the functions of marketing goods and services:		
a. merchandising	___	___
b. operations	___	___
c. physical distribution	___	___
d. credit	___	___
e. promotion	___	___
f. risk management	___	___
g. selling	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #7
#15 (EM Lap 6)
#53 (Marketing)

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 4

Task: EXPLAIN MARKETING FUNCTIONS, using a knowledge of marketing principles, to explain successful business performance.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 5

Task: EXPLAIN MARKETING STRATEGIES, using a knowledge of marketing principles, to describe the achievement of company goals.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained "marketing strategy."	___	___
2. Explained factors that affect marketing strategies.	___	___
3. Described achievement of company goals.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #7
#15 (EM Lap 13)
#39, pp. 15-22
#53 (Marketing)
#56, pp. 374-394

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 5

Task: EXPLAIN MARKETING STRATEGIES, using a knowledge of marketing principles, to describe the achievement of company goals.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 6

Task: EXPLAIN MARKET IDENTIFICATION, using a knowledge of marketing principles, to predict potential customers for a good or service.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Defined "market."	___	___
2. Identified potential markets for a product.	___	___
3. Identified demographic characteristics for a market segment.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #7
#14
#15 (EM Lap 12)
#39, pp. 81-87, 107-117
#53 (Marketing)

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 6

Task: EXPLAIN MARKET IDENTIFICATION, using a knowledge of marketing principles, to predict potential customers for a good or service.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	**Duty No.** H
	Task No. 7

Task: EXPLAIN CHANNELS OF DISTRIBUTION, using a knowledge of marketing principles, to describe the flow of products from producers to point of sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained "channels" of distribution.	___	___
2. Described types of distribution.	___	___
3. Identified functions of channel intermediaries.	___	___
4. Defined integrated distribution.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #15 (EM Lap 18) #25, pp. 196-198 #53 (Marketing)

167

Duty: USING MARKETING AND BUSINESS FUNDAMENTALS	Duty No. H
	Task No. 7

Task: EXPLAIN CHANNELS OF DISTRIBUTION, using a knowledge of marketing principles, to describe the flow of products from producers to point of sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

168

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 1

Task: SOLVE ADDITION PROBLEMS, using mathematical concepts, to determine answers to whole number problems.

Achievement Indicators: THE LEARNER:

	Yes	No
1. Added accurately.	___	___
2. Subtracted accurately.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:
See bibliography #46, pp. 15-20,
#49 (Math Lap 41)
#61, pp. 1-7

Duty: USING MATHEMATICS	Duty No. I
	Task No. 1

Task: SOLVE ADDITION PROBLEMS, Using mathematical concepts, to determine answers to whole number problems.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Extend and add totals for five invoices. 2. Fill out five sales slips including the following information: a. compute extensions b. compute split pricing costs c. compute sub-total d. compute employee discount e. compute sales tax f. compute total sale	1. Five invoices of varying difficulty 2. Five sales checks of varying difficulty

170

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 2

Task: SOLVE SUBTRACTION PROBLEMS, using mathematical concepts, to determine answers to whole number problems.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Added accurately.	___	___
2. Subtracted accurately.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #46, pp. 21-30
#49 (Math Lap 41)
#61, pp. 8-13

171

Duty: USING MATHEMATICS	Duty No. I
	Task No. 2

Task: SOLVE SUBTRACTION PROBLEMS, Using mathematical concepts, to determine answers to whole number problems.

LEARNING ACTIVITIES	RESOURCES NEEDED

172

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 3

Task: SOLVE MULTIPLICATION PROBLEMS, using mathematical concepts, to determine answers to whole number problems.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Multiplied accurately.	___	___
2. Added accurately.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #46, pp. 31-43,
#49 (Math Lap 42)
#61, pp. 13-19

Duty: USING MATHEMATICS	Duty No. I
	Task No. 3

Task: SOLVE MULTIPLICATION PROBLEMS, Using mathematical concepts, to determine answers to whole number problems.

LEARNING ACTIVITIES	RESOURCES NEEDED

174

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 4

Task: SOLVE DIVISION PROBLEMS, using mathematical concepts, to determine answers to whole number problems.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Divided accurately.	___	___
2. Subtracted accurately.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #46, pp. 43-54,
#49 (Math Lap 42)
#61, pp. 20-27

Duty: USING MATHEMATICS	Duty No. I
	Task No. 4

Task: SOLVE DIVISION PROBLEMS, using mathematical concepts, to determine answers to whole number problems.

LEARNING ACTIVITIES	RESOURCES NEEDED

176

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 5

Task: SOLVE MATHEMATICS PROBLEMS INVOLVING FRACTIONS, using addition, subtraction, multiplication, and division skills, to determine answers to fraction problems.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Translated decimals and/or percents to fractions.	___	___
2. Translated fractions to decimals and/or percents.	___	___
3. Changed mixed numbers to improper fractions and improper fractions to mixed numbers.	___	___
4. Reduced fractions.	___	___
5. Determined lowest common denominator.	___	___
6. Added fractions accurately.	___	___
7. Subtracted fractions accurately.	___	___
8. Multiplied fractions accurately.	___	___
9. Divided fractions accurately.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:
See bibliography #46, pp. 55-89,
#49 (Math Lap 43)
#61, pp. 28-36

177

Duty: USING MATHEMATICS	Duty No. I
	Task No. 5

Task: SOLVE MATHEMATICS PROBLEMS INVOLVING FRACTIONS, Using addition, subtraction, multiplication, and division skills, to determine answers to fraction problems.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Take pre-test for basic math computations for fractions.	1. Standardized test (IDECC)
2. Use a calculator to learn simple applications.	2. Calculators, sample problems
3. Weigh bulk items on a scale.	3. Scales, merchandise
4. Learn formulas of measurement for figuring yardage.	4. Handout standard formulas, text reference for examples
5. Visit retail store.	5. Calculators, formulas
6. Solve sample problems for figuring yardage.	6. Calculators, formulas, handouts, text
7. Figure tax on retail merchandise in school store or simulated store.	7. Tax tables, calculator, cash register, sales receipt, merchandise in store
8. Figure stock turnover in a simulated variety store or school store.	8. Stock items, inventory sheets, calculators, formula, text reference

178

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 6

Task: SOLVE MATHEMATICS PROBLEMS INVOLVING DECIMAL NUMBERS, using addition, subtraction, multiplication, and division skills, to determine answers to percentage problems.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Translated percents to decimals.	___	___
2. Translated decimals to percents.	___	___
3. Added decimal numbers accurately.	___	___
4. Subtracted decimal numbers accurately.	___	___
5. Multiplied decimal numbers accurately.	___	___
6. Divided decimal numbers accurately.	___	___
7. Rounded decimal numbers correctly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #46, pp. 93-142,
#49 (Math Lap 43)
#61, pp. 28-46

179

Duty: USING MATHEMATICS	Duty No. I
	Task No. 6

Task: SOLVE MATHEMATICS PROBLEMS INVOLVING DECIMAL NUMBERS, using addition, subtraction, multiplication, and division skills, to determine answers to percentage problems.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Perform math computations.	1. Merchandising Mathematics texts
2. Secure a local business person to discuss basic math fundamentals needed in the person's business (decimals, percents).	2. Guest speaker
3. Complete math tests used in business for job applicants.	3. Pre-employment math tests

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 7

Task: READ CHARTS/GRAPHS, using tables/legends/keys, to determine correct information.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Determined correct information using a chart.	___	___
2. Determined correct information using a graph.	___	___
3. Determined correct information using a table.	___	___
4. Determined correct information using a legend.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #7
#14
#36
#46, pp. 345-358
#53 (Communications)

Duty: USING MATHEMATICS	Duty No. I
	Task No. 7

Task: READ CHARTS/GRAPHS, using tables/legends/keys, to determine correct information.

LEARNING ACTIVITIES	RESOURCES NEEDED

182

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 8

Task: OPERATE A REGISTER/POS TERMINAL, using proper techniques and an operations manual, to complete sales transactions.

Achievement Indicators: THE LEARNER:	Yes	No
1. Identified parts of the register/POS terminal.	___	___
2. Indexed correct amount keys.	___	___
3. Indexed correct department keys.	___	___
4. Indexed proper transaction.	___	___
5. Subtotaled transaction.	___	___
6. Computed tax.	___	___
7. Totaled transactions.	___	___
8. Registered amount tendered by the customer.	___	___
9. Obtained amount of change due.	___	___
10. Voided errors (over rings or under rings).	___	___
11. Read register totals.	___	___
12. Changed register tapes.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register
2. POS terminal
3. Check-out stand/wrap counter
4. Charge plate imprinter

Resources:

See bibliography #13, pp. 67-78
#24, pp. 81-107
#53 (Product/Service Technology)

183

Duty: USING MATHEMATICS	Duty No. I
	Task No. 8

Task: OPERATE A REGISTER/POS TERMINAL, using proper techniques and an operations manual, to complete sales transactions.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Identify (touch) parts of the cash register.	1. Cash register, touch chart
2. Construct a sales tax chart based on state sales tax laws.	2. Cash register, paper, pencil, sales tax chart
3. Change tapes on the cash register.	3. Cash register and cash register tapes
4. Invite a speaker to demonstrate cash register equipment.	4. Speaker, cash register
5. Lease most up-to-date cash register for 30 days to have most current equipment rather than purchase with maintenance charges.	5. Cash register dealer

184

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 9

Task: DISTINGUISH TAXABLE ITEMS, using Michigan sales tax tables, to determine the amount of sales tax.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Selected food items as nontaxable.	___	___
2. Selected food items eaten on the premises as taxable.	___	___
3. Selected non-food items as taxable.	___	___
4. Selected labor on services performed as nontaxable.	___	___
5. Selected alteration charges as taxable.	___	___
6. Selected layaway charges as non-taxable.	___	___
7. Selected delivery charges as non-taxable.	___	___
8. Selected mail and postage charges as nontaxable.	___	___
9. Selected merchandise purchased by tax-exempt organizations as non-taxable.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:** See bibliography #53 (Product/Service Technology)

Duty: USING MATHEMATICS	Duty No. I
	Task No. 9

Task: DISTINGUISH TAXABLE ITEMS, Using Michigan sales tax tables, to determine the amount of sales tax

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Invite a cashier to talk to class.	1. Speaker
2. Develop list of items sold and have students distinguish taxable items.	2. Michigan sales tax chart
3. Develop bulletin board with taxable and non-taxable items.	3. Bulletin board--newspapers, catalogs, magazines, tacks, and stapler
4. Role-play a checker-cashier and ring up items in grocery store on cash register.	4. Merchandise items, cash register
5. Write up sales slips from department store or specialty store with lay-away, mailing charges, and alteration charges.	5. Sales checks, dialogue for problems
6. Use empty boxes of merchandise to determine taxable and non-taxable items.	6. Empty merchandise containers

186

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 10

Task: MAKE CHANGE, using change making techniques for cash registers without change indication, to complete a sales transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Announced total amount of sale to customer.	___	___
2. Stated amount of cash tendered by customer.	___	___
3. Placed cash tendered by customer on change slab.	___	___
4. Counted change while removing money from the cash drawer (from smallest denomination to largest).	___	___
5. Counted change out loud as it was placed in the customer's hand.	___	___
6. Placed money in cash drawer and closed drawer.	___	___
7. Thanked customer.	___	___
8. Gave correct amount of change.	___	___
9. Gave fewest number of coins.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register
2. POS terminal
3. Check-out stand/wrap counter
4. Charge card imprinter

Resources:

See bibliography #12, pp. 304-307,
#13, pp. 95-96, 117,
#24, pp. 17-20,
#61, pp. 125-128

187

Duty: USING MATHEMATICS	Duty No. I
	Task No. 10

Task: MAKE CHANGE, using change making techniques for cash registers without change indication, to complete a sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Use play money to practice change making.	1. Cash drawer and play money
2. Work at concession stand.	2. Cash drawer or cash register
3. Work at school store.	3. Cash drawer or cash register
4. Use flash cards to practice.	4. Series of transactions with flash cards
5. Role play presentations as cashier-customer.	5. Cash drawer or cash register
6. Demonstrate a series of transactions in making change	6. Cash register using real money
7. Use file strips and work-books on making change.	7. Film strips, projector and workbooks
8. Use local business booklets on making change.	8. Pamphlets
9. Invite a guest speaker to class, i.e., head cashier, to speak on techniques of making change.	9. Local contacts in business

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 11

Task: MAKE CHANGE, using change making techniques for registers with change indication, to complete a sales transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Announced total amount of sale to customer.	___	___
2. Stated amount of cash tendered by customer.	___	___
3. Placed cash tendered by customer on change slab (some stores place money in cash drawer).	___	___
4. Counted change while removing money from the cash drawer (from largest denomination to smallest).	___	___
5. Counted change out loud as it was placed in the customer's hand.	___	___
6. Placed money in cash drawer and closed drawer.	___	___
7. Thanked customer.	___	___
8. Gave correct amount of change.	___	___
9. Gave fewest number of coins.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register
2. POS terminal
3. Check-out stand/wrap counter
4. Charge plate imprinter

Resources:

See bibliography #12, pp. 304-307,
#61, pp. 125-128

189

Duty: USING MATHEMATICS	Duty No. I
	Task No. 11

Task: MAKE CHANGE, using change making techniques for registers with change indication, to complete a sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. View filmstrip	1. Filmstrip available from commercial vendors
2. Observe and critique cashiers.	2. Video-tape recorder
3. Complete teacher-prepared change making grid: pennies, nickels, dimes, quarters, dollar bills, fives, tens and twenties.	3. Handout textbook problems
4. Participate in role playing activities, i.e., cashier/customer.	4. Cash study

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 12

Task: CLOSE OUT REGISTER/TERMINAL, using beginning cash amount, an ending cash amount, and paid outs, to prove the cash drawer.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Recorded cash register totals.	___	___
2. Counted ending cash accurately.	___	___
3. Totaled cash in drawer accurately.	___	___
4. Added paid outs.	___	___
5. Subtracted beginning cash fund.	___	___
6. Compared cash register totals with actual cash count and determined if cash was:		
a. short	___	___
b. over	___	___
c. proved.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register terminal
2. POS terminal
3. Check-out stand/wrap counter
4. Change sorter
5. Combination safe

Resources:

See bibliography #12, pp. 308-309,
#13, pp. 103-110,
#24, pp. 22-28,
#53 (Product/Service Technology)
#61, pp. 128-130

Duty: USING MATHEMATICS	Duty No. I
	Task No. 12

Task: CLOSE OUT REGISTER TERMINAL, Using beginning cash amount, and ending cash count, and paid outs, to prove the cash drawer.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Complete balance slip.	2. Cash register, till, sales slips, paid out slips

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 13

Task: CALCULATE TAX/DISCOUNTS AND MISCELLANEOUS CHARGES FOR PURCHASES, using mathematical concepts, to complete a cash transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Computed sales tax accurately.	___	___
2. Computed discounts accurately.	___	___
3. Computed miscellaneous charges correctly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #46, pp. 109-142,
#61, pp. 110-113

Duty: USING MATHEMATICS	Duty No. I
	Task No. 13

Task: CALCULATE TAX/DISCOUNTS AND MISCELLANEOUS CHARGES FOR PURCHASES, Using mathematical concepts, to complete a cash transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 14

Task: COMPLETE SALES CHECKS, using merchandise information, sales tax computations, basic mathematics computation, alterations charges, delivery or mail charges, employee discounts, and/or lay-away charges, to complete a sales transaction.

Achievement Indicators: THE LEARNER:	Yes	No
1. Completed sales check with all necessary information filled in.	___	___
2. Extended figures accurately.	___	___
3. Computed split prices accurately.	___	___
4. Computed mail or postage charges added after sales tax accurately.	___	___
5. Computed employee discounts determined and subtracted before sales tax accurately.	___	___
6. Computed delivery charges added after sales tax accurately.	___	___
7. Computed alterations charges added before sales tax accurately.	___	___
8. Computed lay-away charges added after sales tax accurately.	___	___
9. Computed sales tax accurately.	___	___
10. Computed total accurately.	___	___
11. Computed sales check legibly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #12, pp. 254-262, #51 (Math Lap 48) #53 (Communications) #61, pp. 104-114

195

Duty: USING MATHEMATICS	Duty No. I
	Task No. 14

Task: COMPLETE SALES CHECKS, using merchandise information, sales tax computations, basic mathematics computations, alterations charges, delivery or mail charges, employee discounts, and/or lay-away charges, to complete a sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Fill out a sales slip with customer information. Identify account number for charge sales, delivery and credit card.	1. Pencils, pens, supplies, blank sales checks, price lists, customer information, credit information for charge sales; samples of each type of transaction--cash, charge, delivery, charge-send, take, and credit cards
2. Multiply units by cost to obtain extension.	2. Adding machine or calculator
3. Divide cost of article by number of units to compute the unit price.	3. Adding machine or calculator
4. Compute mailing cost giving weight of merchandise and postage rates.	4. Rate chart and postage schle
5. Multiply discount by total sales and deduct discount from sales and add sales tax.	5. Sales tax chart and problems
6. Weigh package--then use delivery rate chart for area or zone.	6. Package, delivery rate chart
7. Compute alteration charge	7. Alteration price chart, paper pencil
8. Compute lay-away charge.	8. Lay-away fee chart, paper, pencil

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 15

Task: COMPLETE CHARGE SALE TRANSACTION, using a credit card, an imprinting machine, sales slip, and merchandise information, to complete the sales transaction.

Achievement Indicators: THE LEARNER:	Yes	No
1. Asked customer for credit card.	___	___
2. Checked card number against invalid list.	___	___
3. Completed the charge slip:		
a. Filled in all necessary information.	___	___
b. Extended amounts accurately.	___	___
c. Computed tax accurately.	___	___
d. Computed total accurately.	___	___
4. Imprinted the charge slip with customer's charge card.	___	___
5. Obtained the customer's signature on the charge slip.	___	___
6. Received authorization (if necessary).	___	___
7. Returned customer's charge card.	___	___
8. Returned customer's copy of the charge slip.	___	___
9. Destroyed carbon paper or returned to customer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Charge card imprinter
2. POS terminal
3. Cash register
4. Check-out stand/wrap counter

Resources:

See bibliography #12, pp. 265-271
#24, pp. 61-76
#51 (Math Lap 49)
#61, pp. 114-117

Duty: USING MATHEMATICS	Duty No. I
	Task No. 15

Task: COMPLETE CHARGE SALE TRANSACTION, Using a credit card an imprinting machine, sales slip, and merchandise information, to complete the sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Demonstrate correct procedures on handling a charge sale.	1. Credit card, credit card imprinter
2. Complete a sales demonstration using a charge plate imprint machine (an addressograph) and sales slips (credit slips).	2. Addressograph, sales slips, merchandise information, tax information, credit card imprinter

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 16

Task: ACCEPT CUSTOMER/CLIENT CHECKS, using check authorization procedures and standards for properly written checks, to determine the acceptability of the checks.

Achievement Indicators: THE LEARNER:	Yes	No
1. Identified different kinds of checks:		
a. government	___	___
b. payroll	___	___
c. personal	___	___
2. Identified common errors found on checks:		
a. post-dating	___	___
b. amount in figures differs from amount written out	___	___
c. altered	___	___
d. bank number and account number printed in magnetic figures at the bottom	___	___
e. filled out completely.	___	___
3. Followed procedures when accepting checks:		
a. written for amount according to store policy	___	___
b. made out and signed in presence of cashier	___	___
c. verified signature, address and customer's description against pieces of identification	___	___
d. received proper authorization for checks over floor limit	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #13, pp. 119-120, #24, pp. 39-60, #53 (Product/Service Technology)

199

Duty:	USING MATHEMATICS	Duty No.	I
		Task No.	16

Task: ACCEPT CUSTOMER/CLIENT CHECKS, Using check authorization procedures and standards for properly written checks, to determine the acceptability of the checks.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Complete the check cashing manual - NCR.	1. NCR check cashing manual
2. Invite a local merchant or banker to speak to the class concerning errors, types of checks, etc.	2. Speaker

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 17

Task: VERIFY CUSTOMER IDENTIFICATION, using business policies and procedures, to complete a purchase made by personal check/money order.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Requested appropriate identification (license, credit card, etc.).	___	___
2. Processed required information according to store policy.	___	___
3. Verified identification and returned to customer.	___	___
4. Completed the transaction.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #53 (Product/Service Technology)

201

Duty: USING MATHEMATICS	Duty No. I
	Task No. 17

Task: VERIFY CUSTOMER IDENTIFICATION, using business policies and procedures, to complete a purchase made by personal check/money order.

LEARNING ACTIVITIES	RESOURCES NEEDED

202

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 18

Task: PROCESS CUSTOMER RETURNS/REFUNDS AND EXCHANGES, using correct store policies and procedures, to complete the customer transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Selected appropriate merchandise return procedure:		
a. exchange	___	___
b. credit charge	___	___
c. cash refund	___	___
2. Completed appropriate form.	___	___
3. Completed form with all necessary information.	___	___
4. Computed sales tax accurately.	___	___
5. Computed amount of refund, credit or amount due from customer accurately.	___	___
6. Completed form legibly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register
2. POS terminal
3. Check-out stand/wrap counter

Resources:

See bibliography #22, pp. 237-244
#50 (Math Lap 45)
#53 (Product/Service Technology)

203

Duty: USING MATHEMATICS	Duty No. I
	Task No. 18

Task: PROCESS CUSTOMER RETURNS/REFUNDS AND EXCHANGES, using correct store policies and procedures, to complete the customer transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Conduct a panel discussion using co-op students on forms used for exchanges, refunds, etc. in their training station.	1. Store forms
2. Role-play a supervisor, customer, a salesperson for three different situations involving refunds, exchanges and credit charges.	2. Store forms and information of store policies regarding credit charges, refunds and exchanges

Duty: USING MATHEMATICS	**Duty No.** I
	Task No. 19

Task: PROCESS CUSTOMER LAYAWAY/COD SALES, using correct store policies and procedures, to complete the sales transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Selected appropriate procedures:		
a. customer layaway	___	___
b. COD	___	___
2. Completed appropriate form with all necessary information.	___	___
3. Completed sales tax accurately.	___	___
4. Completed any layaway or special charges accurately.	___	___
5. Completed total sale accurately.	___	___
6. Completed required form(s) legibly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Cash register
2. POS terminal
3. Check-out stand/wrap counter

Resources:

See bibliography #53 (Product/Service Technology)

Duty: USING MATHEMATICS	Duty No. I
	Task No. 19

Task: PROCESS CUSTOMER LAYAWAY/COD SALES, using correct store policies and procedures, to complete the sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED

206

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 1

Task: DETERMINE PROCESSING PRIORITIES, using store policies and procedures, to prepare incoming stock for store checking procedures.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the receiving process.	___	___
2. Explained stock-handling techniques used in receiving deliveries.	___	___
3. Unloaded stock from delivery vehicle.	___	___
4. Prepared and sorted stock by priority for store check-in.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Two-wheel dolly
2. Microcomputer with printer

Resources:

See bibliography #53 (Product/Service Technology)

207

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 1

Task: DETERMINE PROCESSING PRIORITIES, using store policies and procedures, to prepare incoming stock for store checking procedures.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Watch filmstrip on safety and lifting techniques and take notes.	1. Projector, filmstrip
2. Invite a speaker to talk about shipping and receiving.	2. Guest speaker from local trucking firm
3. Visit a warehouse to observe unloading and handling of merchandise by employers including physical and mechanical means as well as paperwork.	3. Trip to warehouse, large department store, stock area, trucking firm, etc., equipment: fork-lift, truck, hand trucks, conveyor belt, movable bins

208

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 2

Task: CHECK INCOMING STOCK, using invoices, shipping tickets, purchase orders, and store checking procedures, to prevent the receipt of incorrect shipments and damaged merchandise.

Achievement Indicators: THE LEARNER:	Yes	No
1. Checked all cartons for signs of damage.	___	___
2. Checked merchandise for hidden damage.	___	___
3. Sorted and counted accurately all merchandise received.	___	___
4. Verified counts against invoice and/or shipping tickets.	___	___
5. Verified count against purchase order.	___	___
6. Identified and reported all incorrect items received.	___	___
7. Identified and reported all damaged goods.	___	___
8. Identified and reported all items ordered but not shipped and/or received.	___	___
9. Followed established merchandise check-in procedures.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Micro-computer with printer
2. Printing calculator
3. Locking storage cabinet

Resources:

See bibliography #23, pp. 71-79,
#42, pp. 415-426,
#53 (Product/Service Technology)
#61, pp. 45-46

209

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 2

Task: CHECK INCOMING STOCK, Using invoices, shipping tickets, purchase orders and store checking procedures, to prevent the receipt of incorrect shipments and damaged merchandise.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Compare a physical check of incoming merchandise from school store.	1. Merchandise, invoices and calculator
2. Invite a speaker from a major department store to talk about receiving policies and problems.	2. Speaker
3. Take a field trip to a receiving dock at school.	3. School receiving room
4. Complete actual damage reports.	4. Sample damage report forms from merchants
5. Visit a school store in area to observe their checking procedures.	5. Neighboring schools

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 3

Task: RECONCILE SHIPPING/RECEIVING DISCREPANCIES, using appropriate store forms, policies and procedures, to receive store orders.

Achievement Indicators: THE LEARNER:	Yes	No
1. Verified counts against invoice and/or shipping tickets.	___	___
2. Identified and reported all incorrect items.	___	___
3. Identified and reported all damaged items.	___	___
4. Identified and reported all items ordered but not shipped and/or received.	___	___
5. Reconciled discrepancies according to store policies and procedures.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Microcomputer with printer
2. Printing calculator

Resources:

See bibliography #53 (Product/Service Technology)

211

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 3

Task: RECONCILE SHIPPING/RECEIVING DISCREPANCIES, using appropriate store forms, policies and procedures, to receive store orders.

LEARNING ACTIVITIES	RESOURCES NEEDED

212

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 4

Task: PROCESS RETURNED/DAMAGED PRODUCTS, using store forms, policies and procedures, to return merchandise to vendor(s).

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified correct vendor.	___	___
2. Prepared necessary shipping documents.	___	___
3. Checked and counted merchandise being returned.	___	___
4. Identified damage or reason for return.	___	___
5. Properly packed all merchandise.	___	___
6. Prepared properly addressed shipping labels.	___	___
7. Included all necessary "shippers" information; i.e., original invoice no. and date, shipping date, name of shipper, etc.	___	___
8. Called shipper to return merchandise.	___	___
9. Obtained signatures to verify merchandise was returned to vendor.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Micro-computer with printer
2. Printing calculator
3. Typewriter

Resources:

See bibliography #22, pp. 141-142
#23 pp. 39-44,
#42 pp. 142, 425,
#53 (Product/Service Technology)

213

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 4

Task: PROCESS RETURNED/DAMAGED PRODUCTS, using store forms, policies and procedures to return merchandise to vendor(s).

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Listen to guest speaker and/or go on a field trip to examine defective merchandise.	1. Guest speaker/store site
2. Identify nature of defect(s) in merchandise.	2. School store's merchandise, merchandise borrowed from local retailers
3. Follow store policy handbook and complete proper forms.	3. School store handbook, teacher-developed forms, local retail store(s) forms and handbook

214

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 5

Task: PROCESS RETURNS, using store policies and procedures, to return merchandise to stock/vendor.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified defect in product.	___	___
2. Referred to the proper person.	___	___
3. Determined to return to stock/vendor.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Microcomputer with printer
2. Printing calculator
3. Typewriter
4. Locking storage cabinet

Resources:

See bibliography #12, pp. 279-285
#53 (Product/Service Technology)
#61, pp. 120-122

215

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 5

Task: PROCESS RETURNS, using store policies and procedures to return merchandise to stock/vendor

LEARNING ACTIVITIES	RESOURCES NEEDED

216

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 6

Task: PRICE MARK STOCK, using marking equipment, stamps, tags, tickets and store procedures, to prepare merchandise for sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Selected correct type of price ticket.	___	___
2. Selected appropriate marking equipment and supplies.	___	___
3. Marked price correctly.	___	___
4. Protected merchandise from damage.	___	___
5. Followed store procedures.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Price-marking machine and equipment

Resources:

See bibliography #23, pp. 90-96,
#42, pp. 427-435

217

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 6

Task: PRICE MARK STOCK, using marking equipment, stamps, tags, tickets and store procedures, to prepare merchandise for sale.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Invite guest speaker(s) from major stores to explain procedures for marking merchandise.	1. Speaker
2. Schedule field trips to receiving departments where merchandise is marked.	2. Local stores
3. Visit store(s) and collect marking materials, i.e., tags, tickets.	3. Various types of tags used, i.e., string, printed, gummed and pinned
4. View teacher-prepared slide presentation on marking equipment and/or procedures.	4. Marking machines - electronic and manual, hand printing machine, hand tagger and a manual stamper (used in a supermarkets), automatic pin tagger
5. Contrast and compare the types of procedures and tags used in various types of retail stores, i.e., supermarket, department, etc.	

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 7

Task: MAINTAIN STOCK LEVELS, using store procedures for stock rotation, understock, or reserve, to maintain merchandise levels.

Achievement Indicators: THE LEARNER:	Yes	No
1. Explained the nature/scope of distribution.	___	___
2. Explained the receiving process.	___	___
3. Placed merchandise in the proper location.	___	___
4. Arranged merhandise according to store procedures.	___	___
5. Rotated older merchandise to the front.	___	___
6. Handled merchandise carefully.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Merchandise units with shelving/storage unit hanging rails
2. Vision showcases
3. Magazine display unit
4. Display case

Resources:

See bibliography #22, pp. 136-159,
#23, pp. 45-70,
#42, pp. 415-443
#48 (Math Lap 47)

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 7

Task: MAINTAIN STOCK LEVELS, using store procedures for stock rotation, understock, or reserve, to maintain merchandise levels.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Identify location of merchandise in school store.	1. Laboratory/store list of school store merchandise, merchandise items
2. Stock merchandise in proper location within the store.	2. Merchandise items, school store
3. Demonstrate correct stocking procedures in lab/store.	3. Merchandise items, school store/lab
4. Rotate stock found in school and explain importance of stock rotation.	4. Lab/school store, pricing machine, merchandise
5. Demonstrate correct wrapping procedures for an item of clothing.	5. School store merchandise, i.e., t-shirt

220

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	**Duty No.** J
	Task No. 8

Task: COMPLETE STOCK COUNTS, using the physical inventory and inventory forms, to determine the actual amount of merchandise on hand.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Prepared merchandise correctly for counting.	___	___
2. Followed procedures involved in a merchandise count for physical inventory.	___	___
3. Recorded merchandise count accurately.	___	___
4. Explained the nature of inventory control systems.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Printing calculator
2. Microcomputer with printer

Resources:

See bibliography #4, pp. 29-48,
#42, pp. 439-444
#53 (Product/Service Technology)
#61, pp. 151-168

221

Duty: PERFORMING PHYSICAL DISTRIBUTION ACTIVITIES	Duty No. J
	Task No. 8

Task: COMPLETE STOCK COUNTS, using the physical inventory and inventory forms, to determine the actual amount of merchandise on hand.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Take inventory in school store (if not store, use local merchant).	1. Inventory sheets (forms) - may need to take field trip to local merchant
2. Tag merchandise prior to taking inventory.	2. Price marking machine, tags, pens and markers
3. Separate merchandise and group according to department numbers.	3. School store or local merchant
4. Perform appropriate record-keeping functions (mark sheets).	4. Inventory sheets
5. Use a school store operation: a. record new merchandise b. price correctly from store manual c. check quantities d. check for damaged merchandise e. fill our proper forms to return	5. School store manual, manuals from Sears, Penneys, etc.
6. Visit local stores.	6. Forms from businesses, overhead projcetor
7. Invite store personnel to class.	7. Receiving manager, accountant
8. Visit school system receiving department.	

222

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 1

Task: OPEN THE SALES PRESENTATION, using an appropriate selling approach, to acknowledge the customer.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified types of approaches.	___	___
2. Approached customer within the correct time.	___	___
3. Used appropriate type of approach.	___	___
4. Used appropriate words in approaching the customer.	___	___
5. Provided eash transition to determine customer needs.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #12, pp. 107-118,
#22, pp. 185-186,
#42, pp. 371-372,
#53 (Marketing)
#58 (Selling Lap 101)

223

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 1

Task: OPEN THE SALES PRESENTATION, Using an appropriate selling approach, to acknowledge the customer.

LEARNING ACTIVITIES	RESOURCES NEEDED

224

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 2

Task: QUESTION CUSTOMERS, using appropriate sales techniques, to probe for information.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Determined what assistance was needed.	___	___
2. Gained customer confidence.	___	___
3. Demonstrated honesty and sincerity.	___	___
4. Demonstrated interest in helping customer.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #12, pp. 119-142
#53 (Marketing)
#59 (Selling Lap 114)

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 2

Task: QUESTION CUSTOMERS, using appropriate sales techniques, to probe for information.

LEARNING ACTIVITIES	RESOURCES NEEDED

226

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 3

Task: SUGGEST PRODUCT SUBSTITUTIONS,using product/service information, to complete the sale.

Achievement Indicators: THE LEARNER:	Yes	No
1. Explained the availability of item.	___	___
2. Identified customer's need and/or product use.	___	___
3. Selected substitute merchandise that met the customer's needs.	___	___
4. Avoided referring to the merchandise as a substitute.	___	___
5. Avoided criticizing the originally requested item.	___	___
6. Explained similarities between the substitute and the original requested.	___	___
7. Explained features/benefits of the substitute.	___	___
8. Demonstrated product knowledge.	___	___
9. Reinforced the customer's decision to buy the substitute.	___	___

Criteria: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #12, pp. 231-251 #22, pp. 33, 189 #53 (Product/Service Technology) #59 (Selling Lap 111)

227

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 3

Task: SUGGEST PRODUCT SUBSTITUTIONS, using product/service information, to complete the sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 4

Task: DEMONSTRATE PRODUCT, using the product, sales aids, tags, etc., to inform the customer.

Achievement Indicators: THE LEARNER:	Yes	No
1. Handled product with respect.	___	___
2. Questioned customer to determine interest.	___	___
3. Used descriptive phrases.	___	___
4. Creatively displayed product.	___	___
5. Used selling features.	___	___
6. Showed enthusiasm for the product.	___	___
7. Identified benefits.	___	___
8. Showed the product in use.	___	___
9. Involved customer with the merchandise.	___	___
10. Handled interruptions well.	___	___
11. Used selling aids appropriately.	___	___
12. Used logical sequence.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #1, pp. 186-188
#12, pp. 175-178
#22, pp. 346-350
#53 (Product/Service Technology)
#58 (Selling Lap 103)

229

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 4

Task: DEMONSTRATE PRODUCT, using the product, sales aids, tags, etc., to inform the customer.

LEARNING ACTIVITIES	RESOURCES NEEDED

230

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 5

Task: HANDLE CUSTOMER OBJECTIONS, using product knowledge and selling techniques, to meet customer satisfaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listened to objection.	___	___
2. Paused before answering.	___	___
3. Empathized with the customer.	___	___
4. Restated the objection.	___	___
5. Avoided argument with customer.	___	___
6. Turned objection into selling point.	___	___
7. Answered objection honestly and straightforwardly.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #1, pp. 273-292
#12, pp. 181-191
#22, pp. 350-353
#53 (Product/Service Technology)
#58 (Selling Lap 100)

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 5

Task: HANDLE CUSTOMER OBJECTIONS, using product knowledge and selling techniques, to meet customer satisfaction.

LEARNING ACTIVITIES	RESOURCES NEEDED

232

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 6

Task: USE FEATURE/BENEFIT SELLING, using a knowledge of sales techniques, questions and observations, product knowledge, merchandise demonstration, and closing techniques, to sell merchandise.

Achievement Indicators: THE LEARNER:	Yes	No
1. Determined customer's wants and needs:		
a. questioned to determine customer's desires, wants and needs	___	___
b. questioned to determine personal characteristics	___	___
c. selected appropriate merchandise.	___	___
2. Presented the merchandise:		
a. used descriptive phrases	___	___
b. used selling features	___	___
c. identified benefits	___	___
d. involved customer with the merchandise		
e. used logical sequence.	___	___
3. Closed the sale:		
a. recognized customer's buying signals	___	___
b. asked for the sale	___	___
c. demonstrated closing techniques	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #42, pp. 367-376,
#53 (Product/Service Technology)
#58 (Selling Lap 102)
#59 (Selling Lap 107, 109)

233

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 6

Task: USE FEATURE/BENEFIT SELLING, Using a knowledge of sales techniques, questions and observations, product knowledge, merchandise demonstration, and closing techniques, to sell merchandise.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Prepare a list of product features including: a. descriptive phrase for the product b. uses for the product c. sales approaches for the product d. methods of demonstrating the product	1. Labels, pamphlets, pictures, appropriate demo aides (i.e., oranges for juicer, etc.)
2. Invent a brand new product and give a complete discription and a list of uses for the product.	2. Teacher-prepared handout
3. Prepare a label for a product of their choice and explain it to the rest of the class.	3. Small pieces of posterboard and fine line markers
4. Make a list of all the ways you can possibly think of to open a sale.	4. Teacher-prepared handout
5. Role play a specific buying situation and identify customer needs.	5. Role play situation - a list of buying needs
6. Give a complete sales presentation.	6. Student-supplied product
7. Make a list of appropriate closing and parting statements depending on season, product, product use, etc.	7. Worksheets
8. Role play various types of customers, i.e., friendly, angry, hurried, browsing, negative, etc.	8. Students and sales situations

234

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 7

Task: EXPLAIN WARRANTIES AND GUARANTEES OF THE PRODUCT/SERVICES AND/OR STORE, using knowledge of the warranties and guarantees, to provide customer with information.

Achievement Indicators: THE LEARNER:	Yes	No
1. Described "implied warranty."	___	___
2. Described express or written warranties.	___	___
3. Described store guarantees.	___	___
4. Related benefit of product/service warranties and guarantees.	___	___
5. Related facts about warranties/guarantees to customer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #1, pp. 452-454 #3, pp. 131-132, 445 #53 (Product/Service Technology)

235

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 7

Task: EXPLAIN WARRANTIES AND GUARANTEES OF THE PRODUCT/SERVICES AND/OR STORE, using knowledge of the warranties and guarantees, to provide customer with information.

LEARNING ACTIVITIES	RESOURCES NEEDED

236

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 8

Task: CLOSE THE SALE, using appropriate selling techniques, to complete the sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Maintained a positive attitude toward customer.	___	___
2. Displayed self-confidence in asking customer to buy.	___	___
3. Recognized buying signals.	___	___
4. Avoided negative statements.	___	___
5. Helped customer decide.	___	___
6. Avoided over-selling and being "pushy."	___	___
7. Used appropriate closing technique.	___	___
8. Asked for the sale.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #1, pp. 244-305
#12, pp. 206-230
#42, pp. 378-382
#53 (Product/Service Technology)

237

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 8

Task: CLOSE THE SALE, using appropriate selling techniques, to complete the sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 9

Task: SUGGEST ADDITIONAL MERCHANDISE, using related, new, multiple or larger quantity, to increase the sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Satisfied customer's original request.	___	___
2. Suggested appropriate item(s).	___	___
3. Gave positive and specific suggestions.	___	___
4. Demonstrated the suggested item.	___	___
5. Identified types of suggested merchandise:	___	___

a. related merchandise
b. new merchandise
c. multiple merchandise
d. better merchandise
e. bargain merchandise

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #3, pp. 356-358
#12, pp. 231-252
#42, pp. 362-368
#53 (Product/Service Technology)
#59 (Selling Lap 110)

239

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 9

Task: SUGGEST ADDITIONAL MERCHANDISE, using related, new, multiple or larger quantity, to increase the sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

240

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 10

Task: OBTAIN PRODUCT INFORMATION, using a product, current merchandising trends, manufacturers' services, trade journals, competitors' products, sales personnel, product labels and tags and product guarantees, to gain an understanding of the product.

Achievement Indicators: THE LEARNER:	Yes	No
1. Listed sources of product information for the product.	___	___
2. Listed trade journals where information about the product could be found.	___	___
3. Reported changes in the product in the last three to five years.	___	___
4. Described how the product was constructed.	___	___
5. Described materials used to make the product.	___	___
6. Described uses for the product.	___	___
7. Described performance of the product.	___	___
8. Explained care of the product.	___	___
9. Described outstanding features or selling points.	___	___
10. Explained guarantee or warranty covering the product.	___	___
11. Explained information provided on product tag or label.	___	___
12. Determined grade of product.	___	___
13. Explained any government standards or laws that may apply to product.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #1, pp. 170-171,
#12, pp. 87-103,
#53 (Product/Service Technology)
#58 (Selling Lap 104)

241

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 10

Task: OBTAIN PRODUCT INFORMATION, using a product, current merchandising trends, manufacturers' services, trade journal, competitors' products, sales personnel product labels and tags and product guarantees, to gain an understanding of the product.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Complete a report (oral and written) including product information answering the 13 achievement indicators.	1. Bring a product from home.
2. Role play a sales presentation after researching a product.	2. "Consumer Reports," tags, warranties, trade journals
3. Interview a salesperson concerning their source of product information and observe the salesperson in a selling situation (with their permission from a discreet distance.	3. Tape recorder

242

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 11

Task: OBTAIN PRODUCT INFORMATION, using information obtained from individuals, to gain an understanding of the product.

Achievement Indicators: THE LEARNER:	Yes	No
1. Listed sources of product information.	___	___
2. Described how the product was constructed.	___	___
3. Described materials used to make the product.	___	___
4. Described uses for the product.	___	___
5. Described performance of the product.	___	___
6. Explained care of the product.	___	___
7. Described outstanding features.	___	___
8. Explained guarantee or warranty.	___	___
9. Explained any government standards or laws that may apply to the product.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #22, pp. 122-127 #41, pp. 60-61, 65-66 #42, pp. 203-206, 70-72 #52 #53 (Product/Service Technology) #58 (Selling Lap 104)

243

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 11

Task: OBTAIN PRODUCT INFORMATION, Using information obtained from individuals, to gain an understanding of the product.

LEARNING ACTIVITIES	RESOURCES NEEDED

244

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 12

Task: USE COMPANY PROMOTIONAL MATERIALS, using store ads, displays, competitors' ads, product tags and labels and manufacturer's information, to sell merchandise.

Achievement Indicators: THE LEARNER:	Yes	No
1. Demonstrated knowledge of merchandise including color, sizes, styles, models, prices, etc.	___	___
2. Answered questions about merchandise.	___	___
3. Discussed merchandise in store ads and displays.	___	___
4. Translated product knowledge into customer benefits.	___	___
5. Explained the use of brand names in selling.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Marketing)

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 12

Task: USE COMPANY PROMOTIONAL MATERIALS, using store ads, displays, competitors' ads, product tags and labels and manufacturers' information, to sell merchandise.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Visit a local retail store or school store and make note of three (3) items of merchandise and gather all product information--labels, cartons, pamphlets, etc.	1. Retail store
2. Conduct a class discussion concerning products upon which they have obtained information and conduct questions and answer sessions.	2. Catalogs
3. Prepare a written report for three (3) items of merchandise and gather all project information--labels, cartons, pamphlets, etc.	3. Newspapers, magazines and catalogs
4. Give a sales demonstration pointing out a minimum of five product features and translating them into customer benefits.	4. Selected items of merchandise from catalogs

246

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 13

Task: ARRANGE ALTERATIONS, using store policies and procedures, to complete the sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified alteration service policies.	___	___
2. Listed types of alteration services available to customers.	___	___
3. Completed alteration arrangements for customer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
1. Mirrored alcove unit	See bibliography #53 (Product/Service Technology)

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 13

Task: ARRANGE ALTERATIONS, using store policies and procedures, to complete the sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

248

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 14

Task: ARRANGE DELIVERY OF PURCHASES, using a knowledge of store policies and procedures, to complete the customer sales transaction.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Listed major delivery services.	___	___
2. Delivered purchases according to store policy and procedures.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #53 (Product/Service Technology)

249

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 14

Task: ARRANGE DELIVERY OF PURCHASES, using a knowledge of store policies and procedures, to complete the customer sales transaction.

LEARNING ACTIVITIES	RESOURCES NEEDED

250

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 15

Task: WRAP A CUSTOMER'S PACKAGE, using packing materials and techniques, to protect the merchandise.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Selected appropriate materials considering durability and economy.	___	___
2. Wrapped a package that reflects the store image.	___	___
3. Wrapped package in minimal time.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Wrap counter

Resources:

See bibliography #22, pp. 232-234
#53 (Product/Service Technology)
#58 (Selling Lap 105)

251

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 15

Task: WRAP A CUSTOMER'S PACKAGE, using packing materials and techniques, to protect the merchandise.

LEARNING ACTIVITIES	RESOURCES NEEDED

252

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 16

Task: PROCESS SPECIAL ORDERS FOR MERCHANDISE, using store order forms, to complete a sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Filled out form completely.	___	___
2. Extended figures accurately.	___	___
3. Recorded information legibly.	___	___
4. Identified customer request accurately.	___	___
5. Placed the special order.	___	___

Criteria: Competence in the task will be recognized when the task is completed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Marketing)

253

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 16

Task: PROCESS SPECIAL ORDERS FOR MERCHANDISE, using store order forms, to complete a sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

254

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 17

Task: SELL GIFT CERTIFICATES FOR MERCHANDISE, using store forms, policies and procedures, to complete a sale.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Filled out certificate and related forms completely.	___	___
2. Extended figures accurately.	___	___
3. Recorded information legibly.	___	___
4. Identified customer request accurately.	___	___
5. Returned certificate to customer.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #53 (Marketing)

255

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 17

Task: SELL GIFT CERTIFICATES FOR MERCHANDISE, using store forms, policies and procedures, to complete a sale.

LEARNING ACTIVITIES	RESOURCES NEEDED

253

Duty: PERFORMING SELLING ACTIVITIES	**Duty No.** K
	Task No. 18

Task: PROCESS TELEPHONE ORDERS, using an order form, merchandise information and sales techniques, to complete a sale of a product/service.

Achievement Indicators: THE LEARNER:

	Yes	No
1. Greeted caller.	___	___
2. Identified self.	___	___
3. Identified retail store and department.	___	___
4. Listened to the request.	___	___
5. Answered customer's questions.	___	___
6. Completed a telephone order sales check which contained appropriate information.	___	___
7. Suggested additional merchandise.	___	___
8. Repeated all recorded information to the caller.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Telephone extension

Resources:

See bibliography #1, pp. 358-361
#12, pp. 357-367
#53 (Communications)

257

Duty: PERFORMING SELLING ACTIVITIES	Duty No. K
	Task No. 18

Task: PROCESS TELEPHONE ORDERS, Using an order form, merchandise information and sales techniques, to complete a sale of a product/service.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Using a catalog, take a simulated order over a telephone.	1. A major retailer's catalog, order forms, and a telephone simulation
2. Handle a catalog sale over the counter.	2. A counter, order forms, and a major retail catalog
3. Fill out a message and complaint form.	3. Message pads and complaint forms
4. Handle a case problem or a complaint.	4. Tape recorders, case complaint forms (group activity)

258

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	**Duty No.** L
	Task No. 1

Task: BUILD COUNTER, WINDOW AND INTERIOR DISPLAYS, using color, harmony, balance, proportion, light, props, fixtures, materials and backgrounds, to sell merchandise.

Achievement Indicators: THE LEARNER:	Yes	No
1. Constructed a display that attracted attention.	___	___
2. Constructed a display that had selling power.	___	___
3. Constructed a display that had a central theme.	___	___
4. Constructed a display that had suitable props.	___	___
5. Constructed a display where the props were not more important than the merchandise.	___	___
6. Constructed a display that utilized design principles of:		
a. color	___	___
b. harmony	___	___
c. balance	___	___
d. proportion	___	___
7. Constructed a display that was clean and neat.	___	___
8. Constructed a display with originality.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Display form set
2. Mannequins
3. Merchandise units
4. Display pedestal set
5. Full vision showcase
6. Track lighting
7. Paper cutter
8. Refrigerator cooler display case

Resources:

See bibliography #5, pp. 1-281
#53 (Marketing)
#57, pp. 7-207

259

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	Duty No. L
	Task No. 1

Task: BUILD COUNTER, WINDOW AND INTERIOR BUSINESS/DEPARTMENT DISPLAYS, Using color, harmony, balance, proportion, light, props, fixtures, materials and backgrounds, to sell merchandise.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Participate in a brief trip to a local retailer observing and rating interior displays using a rating form: a. originality and creativity b. theme c. timeliness d. cleanliness e. color and texture f. lighting g. technical skill h. balance and line arrangement	1. Rating sheet, pen and pencil, clipboard, field trip site.
2. Sketch a countertop display relating to individual occupational area using accepted display principles.	2. Graph paper, pen and pencil, ruler, protractor, templates
3. Invite local retailers to loan merchandise and/or mannequins to construct displays. Other sources of necessary materials are: a. school store b. home c. co-op stations d. school theater	3. Mannequins, lights, fixtures, (borrowed materials should have card sign identifying local business).
4. Take a field trip to local retailers to observe and sketch displays.	4. Arrange transportation and also a walking tour of duty. Permission slip from parents if required, sketch pad, writing materials, camera, tools, equipment, supplies supplied by merchant.
5. Observe displays re: color, harmony, balance, etc.	5. Newspapers, magazine layouts, television commercials and stores
6. Estimate the cost of putting up a display.	6. Planning form and budget sheet
7. Invite display people to talk to students.	7. Guest speakers

260

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	**Duty No.** L
	Task No. 2

Task: MAINTAIN DISPLAYS, using the specific rules necessary for the upkeep of displays, to maintain mechandise appearance.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Corrected and adjusted displays when needed.	___	___
2. Observed the display daily for problems.	___	___
3. Replaced merchandise, if any was missing.	___	___
4. Checked lights for effectiveness.	___	___
5. Cleaned the display regularly.	___	___
6. Maintained the props.	___	___
7. Informed supervisor if unable to adjust to correct display.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:
1. Clothing display unit
2. Free-standing merchandise units
3. Full vision showcases
4. Island shelving unit
5. Magazine display unit
6. Inside display window

Resources:

See bibliography #53 (Marketing)

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	Duty No. L
	Task No. 2

Task: MAINTAIN DISPLAYS, Using the specific rules necessary for the upkeep of displays, to maintain merchandise appearance.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Determine adjustments necessary in a given display area.	1. Display in school store at a local store (note--use a display maintenance sheet to note problem areas)
2. Rearrange display props to make the display more effective.	2. Training station or school store
3. Determine if display is complete and add missing components.	3. Display props
4. Seek advice from a local merchant (or ad person) to assess completeness of display.	4. Guest speaker
5. Display competence in performing lighting procedure.	5. Different types of lights available --may need step stool to make necessary adjustments
6. Perform housekeeping duties to maintain a display.	6. Glass cleaner, paper, rag, vacuum cleaner
7. Organize a storeroom to facilitate flow or movement to and from display area.	7. Storeroom in school store
8. Repair display props.	8. Props from school store or local store in need or repair
9. Experiment with various modes of lighting to see how they enhance or detract from a display.	9. A variety of light forces, i.e., strobes, spot, flood, florescent, black, etc.

262

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	**Duty No.** L
	Task No. 3

Task: DISMANTLE DISPLAYS, using merchandise, materials, fixtures, background and prop return principles and procedures, to remove counter, window and interior displays.

Achievement Indicators: THE LEARNER:	Yes	No
1. Gathered necessary tools before dismantling the display.	___	___
2. Dismantled the display safely.	___	___
3. Removed merchandise without damage.	___	___
4. Returned merchandise to stock or the selling area.	___	___
5. Removed background without damage.	___	___
6. Polished mirrors.	___	___
7. Cleaned display area.	___	___
8. Vacuumed floor/covering.	___	___
9. Polished props.	___	___
10. Returned fixtures and props to display storage.	___	___
11. Checked display merchandise for problems before it was returned to stock.	___	___
12. Recorded damaged merchandise.	___	___
13. Checked lights for replacement.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:
1. Clothing display unit
2. Display forms set
3. Display pedestal set
4. Merchandise unit
5. Mannequins
6. Storage cabinet

Resources:

See bibliography #53 (Marketing)

263

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	Duty No. L
	Task No. 3

Task: DISMANTLE DISPLAYS, using merchandise, meterials, fixtures, background and prop return principles and procedures, to remove counter, window and interior displays.

LEARNING ACTIVITIES	RESOURCES NEEDED
1. Take down a Christmas or seasonal display for store window. Put all items away and clean display area.	1. Display tool kit, cleaning materials, stool, display window, displayed items, school store or project lab.

264

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	**Duty No.** L
	Task No. 4

Task: CARE FOR LIVE PLANTS, using a knowledge of store policies and procedures, to maintain green and flowering plant props.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained store policy and procedure for maintenance of live plants.	___	___
2. Followed correct store procedures for watering and care of live plants.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

1. Assortment of gardening supplies

Resources:

See bibliography #5, pp. 284-285

Duty: PERFORMING VISUAL MERCHANDISING/DISPLAY ACTIVITIES	Duty No. L
	Task No. 4

Task: CARE FOR LIVE PLANTS, using a knowledge of store policies and procedures, to maintain green and flowering plant props.

LEARNING ACTIVITIES	RESOURCES NEEDED

266

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 1

Task: IDENTIFY GOALS AND OBJECTIVES OF DECA, using the student leadership handbook, to determine the purposes of the Distributive Education Clubs of America (DECA).

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified the goals of DECA.	___	___
2. Identified the objectives of DECA.	___	___
3. Identified the purposes of DECA.	___	___
4. Identified the tagline of DECA.	___	___
5. Described the acivities of a DECA chapter.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #9
#53 (Communications)
#54
#55

267

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 1

Task: IDENTIFY GOALS AND OBJECTIVES OF DECA, using the student leadership handbook, to determine the purposes of the Distributive Education Clubs of America (DECA).

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 2

Task: IDENTIFY THE PARTS AND MEANING OF THE DECA DIAMOND, using the DECA student handbook, to determine the parts and meaning.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified the parts of the DECA diamond (four points and wrapped package).	___	___
2. Identified the meaning of each part of the DECA diamond.	___	___
3. Identified the colors and what they represent.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #9 #54 #55

269

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 2

Task: IDENTIFY THE PARTS AND MEANING OF THE DECA DIAMOND, using the DECA student handbook, to determine the parts and meaning.

LEARNING ACTIVITIES	RESOURCES NEEDED

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 3

Task: PARTICIPATE IN A CIVIC CONSCIOUSNESS ACTIVITY, using DECA's Chapter Management System, to structure the activity.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the importance of civic consciousness projects.	___	___
2. Assisted with implementing a civic consciousness project.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #9
#53 (Human Relations)
#54
#55

271

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 3

Task: PARTICIPATE IN A CIVIC CONSCIOUSNESS ACTIVITY, Using DECA's Chapter Management System, to structure the activity.

LEARNING ACTIVITIES	RESOURCES NEEDED

272

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 4

Task: PARTICIPATE IN A SOCIAL INTELLIGENCE ACTIVITY, using DECA's Chapter Management System, to structure the activity.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the importance of Social Intelligence activities.	___	___
2. Attended a DECA Social Intelligence activity.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #9
#53 (Human Relations)
#54
#55

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 4

Task: PARTICIPATE IN A SOCIAL INTELLIGENCE ACTIVITY, using DECA's Chapter Management System, to structure the activity.

LEARNING ACTIVITIES	RESOURCES NEEDED

274

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 5

Task: PARTICIPATE IN A COMPETITIVE EVENT, using DECA's competitive event guidelines, to develop vocational understanding.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Identified the event areas available to DECA members.	___	___
2. Explained the format of a Competency Based Series Event (CBSE).	___	___
3. Explained the format of a Competency Based written event (CBWE).	___	___
4. Participated in a Competency Based Series Event (CBSE) at the local or district level.	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:	**Resources:**
	See bibliography #8 #9 #11

275

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 5

Task: PARTICIPATE IN A COMPETITIVE EVENT, using DECA's competitive event guidelines, to develop vocational understanding.

LEARNING ACTIVITIES	RESOURCES NEEDED

276

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	**Duty No.** M
	Task No. 6

Task: PARTICIPATE IN A LEADERSHIP DEVELOPMENT ACTIVITY, using DECA's Chapter Management System, to develop leadership skills.

Achievement Indicators:

THE LEARNER:	Yes	No
1. Explained the importance of developing leadership skills.	___	___
2. Participated in two or more of the following:		
a. chapter meetings	___	___
b. committee meetings	___	___
c. elected office	___	___
d. local leadership activities	___	___
e. State/District Leadership Conference	___	___
f. Regional/National Leadership Conference	___	___

Criteria: Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Tools and Equipment:

Resources:

See bibliography #9
#10
#53 (Human Relations)
#54
#55

277

Duty: PARTICIPATING IN VOCATIONAL STUDENT ORGANIZATION (DECA) ACTIVITIES	Duty No. M
	Task No. 6

Task: PARTICIPATE IN A LEADERSHIP DEVELOPMENT ACTIVITY, using DECA's Chapter Management System, to develop leadership skills.

LEARNING ACTIVITIES	RESOURCES NEEDED

278

BIBLIOGRAPHY

1. Ashmun, Richard D. and Ernest, John W. Selling: Principles and Practices. New York: McGraw-Hill, 1980.

2. Brown, Kenneth W. and Warner, Allen. Economics of Our Free Enterprise System. New York: McGraw-Hill, 1982.

3. Buskirk, R. H. and Buskirk, B. Retailing. New York: McGraw-Hill, 1982.

4. Bux, William and Clark, James F. Data Entry Activities for Microcomputers. South-Western, Cincinnati, Ohio, 1982.

5. Cahan, Linda and Robinson, Joseph. A Practical Guide to Visual Merchandising. Wiley, New York, 1984.

6. Crawford, Lucy C. A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Virginia Polytechnic Institute, Blacksburg, Virginia, 1967.

7. Creative Marketing Project. National DECA, 1908 Association Drive, Reston, Virginia, 1986.

8. DECA's CBSE Student Training Guide. National DECA, 1986.

9. DECA Chapter Management System. National DECA, 1987.

10. DECA Chapter Officer's Guide. Michigan DECA, 1987.

11. DECA's Guide to Competitive Events. National DECA, 1986.

12. Ditzenberger, Roger and Kidney, John. Selling: Helping the Customer to Buy. South-Western, Cincinnati, Ohio, 1986.

13. Doehring, Gene M. Cashier Clerk. South-Western, Cincinnati, Ohio, 1983.

14. Earn and Learn Marketing Management Educational Project. Pepsico, Inc. Developed in cooperation with DECA. Purchase, New York, 1982.

15. Economics and Marketing Laps. IDECC, Inc., The Ohio State University, Columbus, Ohio, 1979.

16. Economics and Marketing Laps. IDECC, Inc., The Ohio State University, Columbus, Ohio, 1986.

17. Eggland, Steven A. Economic Competencies: A Research Study. The University of Nebraska, Lincoln, Nebraska, 1979.

18. Eggland, Steven A. and Williams, John W. Communications in Action. South-Western, Cincinnati, Ohio, 1985.

19. Free Enterprise Project. The Philips 66 Co., Bartlesville, Oklahoma, 1987.

20. Gleason, James R. IDECC Course-of-Study. IDECC: The Ohio State University, 1166 Chesapeake Avenue, Columbus, Ohio 43212, 1980.

21. Hailstones, Thomas and Olsen, Arthur. Economic Principles & Applications. South-Western, Cincinnati, Ohio, 1978.

22. Haines, Peter; Harris, Edward E.; Meyer, Warren. Retailing Principles & Practices. New York: McGraw-Hill, 1982.

23. Hawkins, Rebecca and Willis-Moffett, Carol. The Receiving, Checking, Marking & Selling Clerk. New York: McGraw-Hill, 1980.

24. Hephner, Thomas A. The Cashier. New York: McGraw-Hill,1984.

25. Herbert, Ross; Lynch, Richard L. and Wray, Ralph. Introduction to Marketing, New York: McGraw-Hill, 1984.

26. Herr, E. L. Your Working Life. New York: McGraw-Hill, 1980.

27. Herr, E. L.; Lynn, J. J. and Weagrass, T. J. Communication at Work. New York: McGraw-Hill, 1976.

28. Hiserodt, Donald. Human Relations in Marketing. New York: McGraw-Hill, 1976.

29. Human Relations Laps. IDECC: The Ohio State University, Columbus, Ohio, 1979.

30. Ibid., 1980.

31. Ibid., 1981.

32. Ibid., 1982.

33. Ibid., 1986.

34. Hutt, Roger and Stull, William. Marketing: An Introduction. South-Western, Cincinnati, Ohio, 1986.

35. IDECC Learning Manager's Guide. IDECC: The Ohio State University, 1166 Chesapeake Avenue, Columbus, Ohio 43212, 1980.

36. Jeans Factory. (simulation) Philips 66 Co., Bartlesville, Oklahoma, 1980.

37. Job Safety and Health Instructional Materials: Marketing and Distributive Education. Center for Occupational Research and Development (CORD), 601 Lake Air Drive, Waco, Texas, 1981.

38. Kimbell, G. and Vineyard, B. S. Entering the World of Work. McKnight, Peoria, Illinois, 1981.

39. Klaurens, Mary. The Economics of Marketing. New York: McGraw-Hill, 1978.

40. Lewis, Cris and Petersen, Craig. Free Enterprise Today. South-Western, Cincinnati, Ohio, 1985.

41. Litchfield, Carolyn and Sethney Vorndran, Barbara. General Merchandise Retailing. New York: Gregg Division/McGraw-Hill, 1979.

42. Little, Wayne G.; Samson, Harland E.; and Wingate, John W. Retail Merchandising, South-Western, Cincinnati, Ohio, 1980.

43. Lucas, Stephen and Miles, Benton. The Development of Standards for Secondary Distributive Education Programs. Research Study, American Vocational Association, Arlington, Virginia, 1978.

44. Malitz, Gerald S. A Classification of Instructional Programs. National Center for Education Statistics, Washington, D. C., February, 1981, p. 56.

45. Marketing Management. South-Western, Cincinnati, Ohio, 1985.

46. Martinka, Marie and Southam, James. Vocational Math for Business. South-Western, Cincinnati, Ohio, 1984.

47. Mason, R. Marketing Practices and Principles. New York: McGraw-Hill, 1986.

48. Math Laps. IDECC, Inc., The Ohio State University, Columbus, Ohio, 1977.

49. Ibid., 1982.

50. Ibid., 1983.

51. Ibid., 1984.

52. Mathisen, Marilyn. Apparel & Accessories. New York: Gregg Division/McGraw-Hill, 1979.

53. Merit Award Program. Michigan DECA, 1986.

54. Michigan DECA Student Handbook. Michigan DECA, 1986.

55. Michigan DECA Chapter Handbook. Michigan DECA, 1986.

56. Nolan, C. A.; Palmer, Dean G.; Warmke, Roman F. Marketing in Action. South-Western, Cincinnati, Ohio, 1976.

57. Pegler, M. Visual Merchandising and Display. Fairchild, New York, N.Y., 1983.

58. Selling Laps. IDECC, Inc., The Ohio State University, Columbus, Ohio, 1984.

59. Selling Laps. IDECC, Inc., The Ohio State University, Columbus, Ohio, 1986.

60. Shinn, George. Leadership Development. New York: McGraw-Hill, 1986.

61. Stull, William. Marketing Math. South-Western, Cincinnati, Ohio, 1985.

62. Williams, Terry M. Experimentation and Further Validation of the IDECC Competency-Based Instructional System in Adult, Post-Secondary, Secondary and Teacher Education. The Ohio State University, Columbus, Ohio, 1980.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.